

Character in Transition - Consistency in Values: The Transition from Primary to Secondary School

Arthur, James; Davison, J; See, Beng; Knowles, C

Citation for published version (Harvard):

Arthur, J, Davison, J, See, B & Knowles, C 2009, *Character in Transition - Consistency in Values: The Transition from Primary to Secondary School*. Not Known. <<http://www.learningforlife.org.uk/research-projects/learning-for-life-research-reports/view/?id=22>>

[Link to publication on Research at Birmingham portal](#)

General rights

Unless a licence is specified above, all rights (including copyright and moral rights) in this document are retained by the authors and/or the copyright holders. The express permission of the copyright holder must be obtained for any use of this material other than for purposes permitted by law.

- Users may freely distribute the URL that is used to identify this publication.
- Users may download and/or print one copy of the publication from the University of Birmingham research portal for the purpose of private study or non-commercial research.
- User may use extracts from the document in line with the concept of 'fair dealing' under the Copyright, Designs and Patents Act 1988 (?)
- Users may not further distribute the material nor use it for the purposes of commercial gain.

Where a licence is displayed above, please note the terms and conditions of the licence govern your use of this document.

When citing, please reference the published version.

Take down policy

While the University of Birmingham exercises care and attention in making items available there are rare occasions when an item has been uploaded in error or has been deemed to be commercially or otherwise sensitive.

If you believe that this is the case for this document, please contact UBIRA@lists.bham.ac.uk providing details and we will remove access to the work immediately and investigate.

Consistency in Values:
The Transition from
Primary to Secondary School

Character in Transition

Character in Transition

Consistency in Values: The Transition from Primary to Secondary School

Contact

James Arthur

Professor of Education and Civic Engagement

University of Birmingham

Birmingham

B15 2TT UK

Tel: +44 (0) 121 414 5596

Email: j.arthur@bham.ac.uk

UNIVERSITY OF
BIRMINGHAM

James Arthur
Jon Davison
Beng Huat See
Catherine Knowles

learningforlife
exploring core values

UNIVERSITY OF
BIRMINGHAM



JOHN TEMPLETON
FOUNDATION

*This booklet is to be launched at
Barton Court School, Canterbury,
on Friday 26th February 2010
by Julian Brazier MP.*

learningforlife

exploring core values

*We all have a shared
responsibility for our shared
future, and for our neighbours,
our country and our planet. That is
what social responsibility is all about. It is
great that Learning for Life encourages
pupils to reflect not only on how to
improve their own lives, but also on the
values they need to make a contribution
to wider society.*

*Rt Hon David Cameron MP,
Leader of the Opposition*

*Learning for Life is
right to start from the
premise that education is not just
about the acquisition of academic
credentials and social skills, but also,
crucially, about active character
development. My congratulations to
Learning for Life for its insight into the
minds of the next generation.*

*Julian Brazier MP,
Canterbury*

*The Learning for Life
project was clearly enjoyed
by young people, but more
importantly was of real benefit to
them. What particularly impressed me
was how well young people express
themselves, and how much they enjoyed
doing so.*

*Sir Menzies Campbell, CBE, QC, MP,
Chancellor of the University of
St Andrews, and former captain
of the British athletics team.*

*Our skills may
change but education of
our character can last and shape
a lifetime. As the challenges
confronting the world grow more
complex. The development of our
young people's inner selves has never
been so vital.*

*Rt Hon Liam Byrne MP,
Chief Secretary to
the Treasury*

*I found the Learning for
Life material fascinating, and
think that the project is an excellent
and highly innovative way to engage
young people in thinking about who
they are, and how they want to live
their lives.*

*Jonathan Edwards CBE,
Olympic triple jump
champion, Sydney 2000*

*An innovative and
constructive contribution
to the immensely important
task of moral education.*

*Professor Alexander McCall Smith,
CBE, PhD, FRSE, Professor of Law
and Medical Ethics, University of
Edinburgh and best-selling author*

*I am thrilled to see
the creativity of young
people. Far from despairing at
some of the negative activities of
youth, I find I am constantly surprised
and humbled by their compassion and
youthful wisdom. Learning for Life is an
outstanding project that will inspire our
youth to reach for the stars.*

*Archbishop Desmond Tutu,
Nobel Peace laureate*

learningforlife

exploring core values

Consistency in Values:

The Transition from Primary to Secondary School

Character in Transition

James Arthur
Jon Davison
Beng Huat See
Catherine Knowles

UNIVERSITY OF
BIRMINGHAM



FOREWORD

I am proud of our local schools. Canterbury has some of the best schools in the country, secondary and primary. This study of pupils in transition from primary to secondary schools in Canterbury presents us with some very interesting findings and I commend the commitment which went into gathering a wealth of survey data from the children and teachers. The report is right to start from the premise that education is not just about the acquisition of academic credentials and social skills, but also, crucially, about active character development. Its study produces some revealing findings about pupils' views on virtues and values.

At a time when the United Nations tells us that Britain is now the worst of the twenty-one industrialised nations in which to grow up, many of the findings are heartening. Most children are proud of their families, enjoy school, have high academic aspirations and value trust and honesty.

Nevertheless, there are also grounds for serious concern. One of the saddest findings of this study is that Year 7 pupils (i.e. those in their first year at Secondary School) did not have a positive view of their teachers. The surveys suggest that they were less likely to think their teachers cared for them, or helped them with their school work. I found this hard to reconcile with the schools I have visited so often locally. The key, I suspect, lies in the marked shift towards seeing other children as role models. The figures show that they were also less likely than younger children to perceive their teachers as people who helped develop their attitudes and behaviour. It would be interesting to know whether there is a difference in the pastoral ethos of our secondary schools which has an adverse effect on the pupil-teacher relationship.

Year 6 pupils appeared to display a higher level of moral justice than their older counterparts. They were more likely to state that they would report incidents of bullying, admit their mistakes and were less likely to cheat in tests or homework than their older counterparts. Perhaps in this secular era, secondary schools have been denied the tools, once seen as essential, to underpin morality, with the kind of organised worldview once provided by Christianity. The majority saw little connection between religion and morality. Furthermore, only about half of children felt they understood what it meant to be British or what the British way of life is. There is much food for thought here. We can't sell our children short today and expect to enjoy a better tomorrow.

My congratulations to the John Templeton Foundation for this insight into the minds of the next generation.

Julian Brazier MP
Canterbury

Table of Contents

Foreword

Acknowledgements

Report Authors and Advisory Board

Commentary by Advisory Board

Summary

1. Introduction

1.1 Transition

2. Study Design and Method

2.1 Research questions

2.2 Research design

2.3 Sample population

2.4 The schools

3. Phase One

3.1 Pupil group interviews 1

3.1.1 Findings

3.2 Teacher semi-structured interviews

3.2.1 Findings

3.3 Questionnaire One survey

3.3.1 Introduction

3.3.2 Administration of questionnaire survey

3.3.3 Piloting process

3.3.4 Sample characteristics

3.3.5 Conceptual framework

3.3.6 Discussion of survey results

3.3.7 Overview of questionnaire one findings

3.4 Do pupils live up to their own expectations of a good person?

4. Phase Two

4.1 Introduction

4.2 Questionnaire Two survey

4.3 Sample characteristics

4.4 Discussion of survey results

4.4.1 Values, trust and character development

4.4.2 Influence of religion on character development

4.4.3 Pupils' views on school

4.4.4 Citizenship and community

4.4.5 Influence of the media

4.4.6 Year 6 pupils' experiences of school

4.4.7 Year 7 pupils' experiences of school during transition

4.4.8 Who are likely to enjoy school?

5. Appendices

Appendix 1 - Phase One group interview schedule

Appendix 2 - Phase One teacher interviews

Appendix 3 - Questionnaire One

Appendix 4 - Questionnaire Two

Appendix 5 - Interview schedule 2

Appendix 6 - Summary of responses for Questionnaire One survey

Appendix 7 - Summary responses of pupils' aspirations

Appendix 8 - Golden rules

Appendix 9 - Summary of responses of pupils' views on citizenship

Appendix 10 - Summary of responses of pupils' enjoyment of school

Appendix 11 - Background information about schools in survey

6. List of tables in the report

7. Bibliography

Acknowledgements

The authors would like to take this opportunity to acknowledge and thank the Hon. Julian Brazier T.D., M.P. for writing the Foreword and launching this report. We would also like to thank members of our advisory board for their valuable contributions and the John Templeton Foundation whose generous funding made this research possible. The opinions expressed within this report do not necessarily reflect the position of the John Templeton Foundation.

The authors wish to extend their warm and heartfelt gratitude to the schools in Canterbury, their staff and students for accommodating the research project, for their commitment, active participation and essential contributions that made this project possible.

We would like to thank in particular members of the research group: Dr. Kenneth Wilson, David Lorimer, Dr. Ray Godfrey, Tom Harrison, Elizabeth Melville and Aidan Thompson for their contributions to reviewing this report.

The participating Schools:

Barton Court Grammar School
Chaucer Technology School
Kingsmead Primary School
Parkside Community Primary School
Pilgrims Way Primary School
Simon Langton Grammar School for Boys
St Anselm's Catholic School
St Thomas Catholic Primary School
The Archbishop's School
The Canterbury High School
Wincheap Foundation Primary School

Professor James Arthur
Director

Report Authors

Professor James Arthur is Professor of Education and Civic Engagement at the University of Birmingham. He is Director of Learning for Life and has written widely on virtues, character and citizenship.

Professor Jon Davison is Professor of Education at Canterbury Christ Church University and was formerly Dean of Education at the Institute of Education.

Dr Beng Huat See is a Research Associate with the School of Education, College of Social Sciences at the University of Birmingham

Dr Catherine Knowles was formerly a Senior Research Fellow at Canterbury Christ Church University.

Advisory Board

Lord Watson of Richmond has had a lifelong involvement in public life as a broadcaster, a former President of the Liberal Party, a member of the House of Lords, a businessman and an internationalist. He is Chairman of the Cambridge Foundation, Chairman of several companies, and a member of the House of Lords Select Committee on the European Union.

Sir Stephen Lamport is Receiver General of Westminster Abbey. After a career in the Foreign and Commonwealth Office, he joined the staff of HRH The Prince of Wales becoming Private Secretary and Treasurer. He was Group Director for Public Policy and Government Affairs for the Royal Bank of Scotland before taking up his present post. He is a member of the Advisory Board for Ethics in Public Policy and Corporate Governance of Glasgow Caledonian University

Stephen Brenninkmeijer's career was founded in the family business of C&A, where he gained considerable experience in the retail and operational sectors. Since 2007 he has operated as a private investor, working closely with micro finance, education and mental health organisations. He is a non-executive director of Xchanging UK Limited, and a founding member of NFTE UK (Network for Training Entrepreneurship) - itself now part of EET (Enterprise Education Trust), where he maintains close links with teaching and educational support networks.

The Very Reverend John Hall is Dean of Westminster. He was ordained in 1975 and served in parishes and in education, including eight years as the Church of England's Chief Education Officer. He has written widely on educational matters and was instrumental in the production of the Dearing Report in 2001 and its follow-up, which led to a significant expansion in the number of Church of England secondary schools.

Professor John Annette is Professor of Citizenship and Lifelong Learning, Dean of the Faculty of Lifelong Learning and Pro Vice Master for Widening Participation and Community Partnerships at Birkbeck, University of London. He is an adviser to the Department of Education and Skills on youth volunteering, also the Civil Renewal Unit of the Home Office on capacity building for citizenship and community development.

Mary Macleod is the Conservative Parliamentary Candidate for Brentford and Isleworth in west London. She is at present responsible for Global Operations Change with ABN AMRO, having been previously a Senior Manager with Accenture and Research and Policy Officer at Buckingham Palace – The Royal Household. She has a particular interest in employment and career opportunities.

Gary Powell is a managing director of Rothschild and runs their private banking business in the UK. Having graduated from Clare College, Cambridge with an MA in Natural Sciences, Gary qualified as a solicitor with Linklaters before moving into investment banking. He is a non-executive director of Argenta Syndicate Management Limited, a Lloyd's underwriting business, and of Chats Palace Limited, an arts centre in the Homerton area of Hackney.

Commentary by the Advisory Board

As the Advisory Board we are gradually building a picture of character and education covering the values of students and young employees. This, the fourth report, concerns the key period in a pupil's personal development - the move from primary into secondary education.

Pupils and teachers report a high level of moral awareness, at least in the sense that they recognize the importance of values. As one might expect, pupils in the primary school have more definite ideas of right and wrong, while a greater tentativeness appears to emerge in the secondary school.

Consistent with previously published reports, parents, especially mothers, were held to be the greatest influence on a pupil's growing moral values. Pupils accepted that teachers had an influence, but there was an interesting contrast between the relationship of pupil and teacher in the primary and the secondary school. The primary school pupils have a more positive attitude to school, and to their teacher, than have secondary pupils. Moreover, teachers in the secondary school tended to focus on moral development through academic performance rather than any direct input into the curriculum. There was little recognition of the role of religion.

Three questions emerge in our minds. First, does the move from primary to secondary suggest to the pupil a move from a personal approach to education to a more instrumental style of thinking? Secondly, why is it, that pupils perceive a good person to be kind and caring but at the same time rate courtesy and tolerance as the least important of values? Thirdly, does the experience of secondary school initially undermine initiative and creativity? Secondary pupils indicated a need to conform in a way that conflicted with some of the personal freedoms which they had enjoyed at the top of the primary school.

The ethos of each context is so different that comparison is difficult: the pupils' answers to questionnaires support this view. However, this very fact underlines the importance of conversation between primary and secondary schools if pupils are to experience the sort of continuity which will promote confident self-awareness, the growth of a sense of responsibility, and personal integrity.

The transition from primary to second is a key stage in the individual's voyage of life. It marks new responsibilities for the individual and by the individual towards the community that now focuses on personal performance and values individual achievement. The student is beginning to join society. The quality of our society requires that this passage in an individual's journey be understood and aided.

Lord Watson of Richmond
Chair of Advisory Board

Consistency in Values

The Transition from Primary to Secondary School

Summary

Consistency in Values enquires into the nature of, and changes in, pupils' understanding of values in the transitional phase of school from primary to secondary education. Pupils in this project include 10- and 11-year-olds in their final year of primary education, known as Year 6 (Yr 6), and 11- and 12-year-olds in their first year of secondary education, known as Year 7 (Yr 7).

This project discusses pupils' understanding of character and the moral values they hold. It also seeks to find out who or what influenced their moral values, and to examine which individuals, institutions and situations might have hindered or promoted their development.

Background

The experience of transition from the familiar, nurturing and supportive ethos of what is very often a small primary school to the more impersonal, larger, and quite possibly intimidating secondary school can be a challenging phase in pupils' lives. Essentially, the period of transition is a time when pupils will be removed from one secure environment: the values, rules, routines and structures of which they are entirely familiar, to a new environment with its own (and often very different) values, rules, routines and structures. It is because of the importance of this period in the development of a child's character that the *Learning for Life* project has chosen to research the transition from primary to secondary school as part of its focus.

Key Findings

All the evidence gathered from interviews with pupils and teachers, questionnaires, written reflections and school prospectus, suggests that 10 to 12 year olds have a strong sense of values and the importance of character.

The key findings of this project include:

- Pupils in the survey manifest high moral awareness and are concerned about values and character development.
- There are no obvious differences in the values held by Year 6 and Year 7 pupils, but younger pupils tended to have definite ideas of right and wrong. Older pupils, on the other hand, tended to look at moral issues in degrees of 'rightness' or 'wrongness'. This is partly a reflection of the school curriculum and school ethos, and partly a result of moral development.

- Teachers interviewed believed that it was the role of the school to help pupils develop values. There was a greater emphasis on moral issues in the primary schools.
- Secondary school teachers viewed their role in pupils' values development within the context of the curriculum. The focus tended to be on academic achievement, personal responsibility and individual development.
- The most important values to the pupils were trust and honesty. Courtesy and tolerance, on the other hand, were seen as the least important of values. Year 6 pupils, however, appeared to display a higher level of moral justice. They were more likely to state that they would report incidents of bullying, admit their mistakes and were less likely to cheat in tests or homework.
- Pupils generally perceived a good person as one who is kind, caring, helpful, trustworthy and loyal.
- Few pupils thought having a religious faith was an important characteristic of a good person. Most pupils did not believe that religion had an important influence on moral development.
- Pupils in the survey showed a superficial awareness of environmental issues.
- A notable proportion of pupils were tentative about their self-image. Year 6 pupils were marginally more likely than Year 7 pupils to have a low opinion of themselves, but were more likely to have good opinions of other people. Although they were more likely to state that they were generally optimistic and cheerful, they were less likely than Year 7 pupils to be optimistic about the future. School and religion made little difference to whether pupils were likely to live up to their image of a good person.
- Parents were the people pupils trusted most. While younger pupils were likely to trust their teachers more than secondary pupils, older pupils by comparison were likely to trust the police and their neighbours more.
- Parents, in particular mothers, were seen as most influential in helping these young people develop moral values as they were the ones they had most contact with. Teachers appeared to have more influence on younger pupils' character development than on older pupils'. Younger pupils had a more positive view of school and their teachers as instruments of character formation. Friends and TV personalities had some influence.
- Most of the pupils were proud of their family background, confirming the influence of the family on pupils' personal and social development. Year 6 pupils were more likely than Year 7 pupils to be involved in school-organised charity work.

- Only half of the respondents stated that they knew what being 'British' meant. A notable proportion was not sure, suggesting ambivalence in their understanding of such issues.
- Friendship was highly valued by all pupils. When asked what they enjoyed about school, almost all mentioned friends. This was a consistent theme.
- Friendship was an important contributing factor to primary school pupils' happiness and positive experience of school. Many looked forward to making new friends in secondary school. The positive experience could partly be due to the effective preparation by their teachers, who were seen by many as an influential instrument in helping them to develop their character.
- Fear of bullying and school work were the two things that primary school pupils dreaded most about secondary school.
- What Year 7 pupils most liked about school was having friends. They also liked the greater freedom, a wider range of activities, having different teachers and being treated like adults. They did not particularly like schoolwork such as homework, revisions and exams. They did not find school particularly boring.
- Secondary school pupils were less sure about their school experience. Over half indicated that they were happier in Yr 7 than in Yr 6, but a third indicated a preference for primary school. A quarter of them were unsure: this is perhaps because the experience of primary and secondary school was so different and thus difficult to compare.
- Year 7 pupils did not have a positive view of their teachers. They were less likely to think their teachers cared for them, or helped them with their school work. They were also relatively less likely to perceive their teachers as people who helped develop their attitude and behaviour.
- Pupils in different types of schools have the same likelihood of enjoying school life. It was not the type of school, but the individual school itself that made a difference to whether pupils were more or less likely to enjoy school life.
- Primary school pupils were more likely than secondary school pupils to report enjoying school. Overall, boys and secondary school pupils were less likely to report enjoying school.
- Pupils reported that they had high academic aspirations. There was little difference between sexes, ethnicity groups and year groups in terms of academic aspirations. The most important difference was found between pupils in different schools. The suggestion is that the difference in pupils' aspirations stems not so much from the type of school as the intake of the schools.

The following quotations from pupils and teachers sum up some of the key findings on pupils' values, their views of a moral person and positive influences in their lives:

Mrs. D, she helps us, [...] because she cares. She always supports us.

Johnnie as well, because he's always helping the little ones. Johnnie knows what to say and he knows not to hurt your feelings.

Everyone's kind, but not all the time because everyone gets annoyed at some time.

You get a nice feeling that you've helped someone

[...] if you are around with good people you want to be like them so you naturally 'be' more of a good person...if you are around with bad people, then I don't think your instinct would be to be good.

I don't have a religion. I'm not sure if it helps you or not.

I think I care more for the environment now than in Year 6 because now I am aware of the consequences of pollution and of littering

[...] the people who influence me the most are my parents because I see them every day and I spend a lot of time with them.

Teachers influence you and teach you what you need to know in life and boost your confidence. They also help you understand who you are.

I think my friends influence me more now than in Year 6 because they have become more mature and more supportive of me.... Now I have more friends. We also respect one another

Having lots of friends makes me feel cheerful and happy.

People trust people they like. If you break the trust they won't like you.

I think I can trust people more now than I could in primary school. I think this is because I have more friends in secondary school.

You don't really talk to teachers here. It's not so easy.

I think the best way I teach pupils in my class is by modelling myself. I will over model kindness and it has an enormous effect on the pupils, because I am their teacher and they almost subconsciously imitate and take their role from me. And if I am very kind, polite and very considerate.

1. Introduction

Learning for Life is a major research project, largely funded by the John Templeton Foundation and Porticus UK. It is an ambitious and groundbreaking initiative with few parallels in the UK. Indeed, there has not yet been a coherent exploration of character development that studies all educational age groups on into employment. Within the overall project, *Learning for Life*, this is one of five separate studies; (a) a character perspective in the early years; (b) consistency in values the transition from primary to secondary school; (c) the values and character dispositions of 14- to 16-year-olds; (d) the formation of virtues and dispositions in the 16 - 19 age range; and (e) values in higher education and employment. The research focuses on the age range 3 to 25 years, which makes the scope and the approach unique. The five studies constitute the empirical background to a final report that will focus on Character Development, an often neglected but essential dimension of all sound education.

The overall sample involves tracking more than 4,000 pupils and young people, 300 parents and 100 teachers over a two-year period in Birmingham, Bristol, Canterbury and London. In addition, the sample contains in-depth interviews with over 85 undergraduates and 65 graduate employees together with a series of group interviews and case-study observations. Additional case studies of particular issues have also been undertaken. Each project has a dedicated full-time research fellow working over a two to three year period.

This particular study - undertaken over a two-year period during 2007 - 2009 in five primary schools and six secondary schools in a city in south-east England - enquires into the nature of, and changes in, pupils' understanding of values in the transitional phase of schooling from primary to secondary education, as well as the consistency of provision made by schools to support pupils' character development.

This study discusses what pupils understand by character and sets out to ascertain the moral values held by a group of pupils aged between ten and twelve years old. The study sought to question who or what has influenced their moral values and examined which individuals, institutions and situations might have hindered or promoted their development. Some of the issues and concerns which arose - for example, relations with neighbours, the matter of local and national pride and questions of trust - may seem not to impinge upon character education *per se*. The data is, nevertheless, presented here because it constitutes important evidence, the potential significance of which will need to be taken into account in the final report which will be based upon all five separate studies of the *Learning for Life* project on Character Education and Development – context, policy and practice.

As far as possible the research strategy was designed to explore the ways in which young people describe how they think, feel and behave. It is difficult to report on and analyse their thinking without introducing ideas and perspectives that originate from the research team (rather than the data); but the intention was to be honest with ourselves and with others about this. A large number of concepts arise in this project values, morality, virtues, duties, and principles. However, there is no consensus either on the meaning of these words or on how these should be fitted into a single system of thought. Moreover, there is little agreement on how education does or should impact on these concepts.

After preliminary discussions, the following propositions were adopted as a starting point:

- First, there is such a thing as character, an interlocked set of personal values and virtues that normally guide conduct. Character is about who we are and who we become and includes, amongst other things, the virtues of responsibility, honesty, self-reliance, reliability, generosity, self-discipline, and a sense of identity and purpose.
- Secondly, there is no fixed set of values, easily measured or incapable of modification.
- Thirdly, choices about conduct are selections about 'right' or 'wrong' actions and thoughts.
- Fourthly, character does not develop within a vacuum; in order to develop as a person an individual needs to grow up within a culture, and the richer the culture, the more mature a person he or she has a chance of becoming.
- Fifthly, education is concerned with active character development, not simply the acquisition of academic and social skills.
- Lastly, at a conceptual level it is important to distinguish between the qualities of character that define virtue from other qualities of the self and/or person which we are more inclined to associate with such notions as personality.

Education is about active character development, not an exclusive process about the acquisition of academic and social skills. It is ultimately about the kind of person a student becomes and wants to become and this includes the moral, spiritual and religious dimensions of life (Arthur, 2003, p.3).

Beyond these elements and from the outset, a number of other views were considered by the research team as ideas that might need testing.

The tradition of virtue language has been eroded, and as a result, an impoverished discourse on character has contributed to a lack of coherence in the rationale of the educational system. There is a lack of clarity in the moral objectives that schools set themselves, especially in the area of personal responsibility. Practice in this area is rarely evaluated. Government initiatives to enhance character education remain patchy, narrowly focused and marginal rather than brought into mainstream provision. There is little support or training for teachers. Socially excluded groups of young people are least likely to be involved in character development initiatives such as volunteering. Moreover, while employers repeatedly call attention to lack of skills and relevant knowledge in their new employees, they also point to the missing dimension of personal 'character'.

Schools and the wider educational systems are subject to an understandable pressure to provide the economy with functionally competent persons equipped to meet the increasingly competitive demands of employment. In doing so schools may ignore or take for granted another important dimension of education – the encouragement into critical

self-consciousness of the process by which a student learns to become aware of himself or herself as a responsible person.

All dimensions of education are essential if pupils and young people are to assume their role in society equipped with the personal qualities, dispositions, attitudes, values and virtues to take responsibility for themselves and to contribute to the common good. Good habits encouraged during the process of education underpin the ability and inclination to engage in the necessary business of further lifelong personal development and learning.

For a short literature review of the origins of character education the reader should consult the previous report - Character Education: The Formation of Virtues and Dispositions in 16-19 Year Olds with particular reference to the religious and spiritual – referred in this report as the Bristol report (www.learningforlife.org.uk).

1.1 Transition from Primary to Secondary School

An individual pupil's values will develop as a result of a combination of personal and social interaction with parents, carers, siblings, other relatives, neighbours, teachers and friends: each of whom may espouse or model certain values and qualities of character. The pupil's values are nurtured and developed within the home, as well as outside it in settings such as their primary school and other social environments, that may include: a playgroup; a sports team or activity, such as netball, football or swimming; an artistic group endeavour, such as a dance class or a choir; a youth or community group; a brownies or scout cub group; or through membership of a church, temple or mosque. Through the wider activities pupils will experience in others and also come to develop within themselves a host of values and qualities such as friendship, generosity, trust, loyalty, determination, respect, love, responsibility and so on. Such experiences will help to develop a child's character and the values and qualities that have been inculcated will help to develop a child's morality and aspirations in life. Also, they will shape the child's image of the type of person he or she wishes to be.

The experience of transition from the familiar, nurturing and supportive ethos of what is very often a small primary school to the more impersonal, larger, and quite possibly intimidating, secondary school - usually located at a greater distance from a pupil's home - can be a challenging phase in pupils' lives. For at least half a century it has been widely acknowledged by teachers, Her Majesty's Inspectors of Schools (HMI), educational psychologists, policy makers, researchers, and, indeed, by pupils themselves, that the transition from primary to secondary school is a key moment, a significant milestone and one of the rites of passage in the life of a child. It is also a time of considerable change and a time of many challenges. Some of these challenges are the product of aspects of pupils' lives that are external to them and these may include educational, academic, organizational, pedagogical, geographical and cultural changes. Other challenges arise from personal, individual changes within the child and may include the changes associated with approaching adolescence, such as physical, biological, emotional, psychological and social, behavioural changes.

However, the period of transition in schooling is not necessarily a positive period in pupils' lives. A time that arguably might be perceived by adults as being one that is filled with promise and possibility is for many pupils, in fact, a period of difficulty and stress. Indeed, the process of transition between the primary and secondary phases has been referred to 'as one of the most difficult in pupils' educational careers, and success in navigating it can affect not only pupils' academic performance, but their general sense of well-being and mental health' (Zeedyk et al, 2003, p.68).

On a structural educational level, during transition from the primary to the secondary phase of education pupils are likely to be faced with a number of changes that might include most if not all of the following: more rigorous academic standards, unfamiliar teachers, different pedagogy, a subject-based curriculum taught by specialists, new sets of school rules, and usually firmer methods of discipline: any one of which might challenge a pupil. Taken together such changes are likely to be daunting for the most resilient of pupils. New circles of pupils and new teachers may well hold values that are significantly different from those experienced in the primary setting and may be at variance with those that an individual pupil may possess.

It is reasonable to suggest that any project involved with the study of the development of character in pupils and young people should consider why is it that a period common to the vast majority of pupils in the state education system in England has the possibility of a tangibly negative impact on the lives of pupils? Many academics, researchers and policy makers have sought to answer this question. Essentially, the period of transition is a time when pupils will be removed from one secure environment, the values, rules, routines and structures of which they are entirely familiar, and move them to a new environment with its own (and often very different) values, rules, routines and structures. It is because of the importance of this period in the development of a child's character that the *Learning for Life* project has chosen to research the transition from primary to secondary school as part of its focus.

Some studies commented that the comparatively nurturing environment and child-centred approach to teaching offered by primary schools meant that transition to secondary schools was stressful. (McGee et al, 2004, p.35)

On a personal and emotional level, there are even more challenges to be dealt with during the transition from the primary to the secondary phase of education. Certainly, the new secondary pupils will be the youngest and it is also quite likely that they will be the smallest pupils in their new school. It is well known that friendship is an extremely important aspect of a child's life. Initially, Year 7 pupils are unlikely to know the majority of the other pupils in their new classes. Socially therefore, these newly arrived pupils will need to forge new friendships. Indeed, they may also be experiencing a sense of loss of the friends with whom they have spent many years in primary school, if they are attending different secondary schools.

Academic changes between primary and secondary phases will test a pupil's character. For example, in the first weeks at secondary school Year 7 pupils will need to get to know up to as many as a dozen teachers (up to ten different subject teachers, a class/form tutor and depending upon the pastoral structure of the school, a head of year or head of house), each

of whom will have his or her rules, routines, systems, pedagogical preferences and teaching style. The report of the Pupils' Society's 'The Good Childhood® Inquiry' also noted that many teachers feel unable to focus sufficiently on pupils' social and emotional learning because of the curricular pressures of the National Curriculum (Layard and Dunn, 2009). Equally daunting for some pupils (especially those pupils who have attended very small primary schools) will be the necessity of learning the geography of a significantly larger school and to arrive in the right place at the right time (with the right books, equipment and/or kit) to begin what might be, in the early afternoon, the fourth or fifth subject lesson of the day.

Furthermore, in research undertaken in the last five decades, it has been well established that following transition to secondary school, the academic attainment of pupils drops. Inspection evidence gathered by the Office for Standards in Education (Ofsted) confirms the findings of earlier research and identified 'unsatisfactory' pupil attainment in 50% of secondary schools inspected following the transition of pupils from primary to secondary school (Ofsted, 1998, 2002). Similarly, international research evidence also shows that while age of transition differs between countries, it would appear to be the change of school that causes the fall in pupil attainment, not the age at which pupils make the transition (McGee et al, 2004).

One cause for the drop in academic attainment noted by Ofsted was that secondary schools did not build well enough on what their Year 7 pupils had achieved in primary schools. Additionally, secondary school teachers did not have sufficiently detailed knowledge of their new pupils' abilities nor did they set targets to enable their pupils to improve attainment during their first year in secondary school (Ofsted 2002). Elsewhere, research over two decades has found that teachers in secondary schools tended to have lower expectations of the newly-arrived pupils as opposed to the higher expectations of pupils held by teachers in 'feeder' primary schools, which is, therefore, often cited as a reason for decline in pupil attainment by virtue of the rule of the 'self-fulfilling prophecy' (Merton, 1968, p.477). Any pupil that feels undervalued by, and almost unknown to, a teacher will need to display a high level of resilience, fortitude and determination in order to achieve at levels equivalent to previous levels of attainment in primary school. Conversely and unsurprisingly, it is argued that holding high expectations of pupils increases achievement (May, 2002; Ofsted, 2002).

A number of studies maintain that a possible explanation for the drop in educational attainment lies in the fact that primary schools usually create a more nurturing environment for their pupils (see for example Anderson et al, 2000). Pedagogically, such a whole-school ethos includes a predominantly child-centred, holistic focus to teaching and learning, which nurtures not only the academic, but also the affective. The majority of pupils' lessons will take place in a classroom in which pupils usually spend the whole day – indeed, quite possibly, the whole week, term and academic year. Moreover, the same teacher will work with a group of approximately twenty-five pupils for almost all of the time throughout the school year. In some primary schools it is not unusual for teachers to stay with a group of pupils for two or, perhaps, three years, thereby developing a strong bond and shared ethos with them, which is based upon well understood, explicit and shared sets of values. It therefore needs to be recognised that while there are clear academic and pedagogical differences between primary and secondary schools, there are also significant social,

cultural and affective aspects of primary schooling that support and nurture pupils prior to transition that are likely to be absent from many secondary schools.

Teaching and learning in primary schools in England (even after the advent of the National Curriculum in 1990) typically involves the use of large blocks of time, within which subjects are sometimes integrated, often within themes or units of work. Even within the constraints of the National Literacy and Numeracy Strategies in primary schools, primary pedagogy contrasts markedly with the more specialised approach of secondary schools where subject specialist teachers 'deliver' the curriculum to different groups of pupils – a total of whom are likely to be in the region of one-hundred-and-eighty pupils in any given week. As a consequence, depending on the organisation of the curriculum in a given secondary school, pupils are likely to be taught by between eight and ten teachers per week (Ward, 2000).

However, there is also a paradox inherent in the different academic, pedagogical and curricular systems in primary and secondary schools. In most primary classrooms much of the pupils' working day will be self-directed. After whole class, small group, or individual teaching, direction and support from the teacher and teaching assistant(s), pupils will be expected to take a good deal of responsibility for their own organization and academic work. They are more likely than is the case in secondary school to negotiate their own progression of work through a module with their teacher. This greater autonomy and personal responsibility is further exemplified by the fact that they will be moving around the classroom at will as appropriate, in order to gather support materials, collect and return folders in their personal trays, garner resources, use a computer, and so on. This is not to imply that there is little or no whole-class, or small-group teaching taking place, but pupils will have a good deal of autonomy in their daily lives and approach the teacher or learning assistant for support and guidance as needed and when appropriate. All of this will help to build the pupil's sense of independence, autonomy and self-worth, thereby supporting the development of the child's character.

Conversely, after transition to secondary school, pupils are likely to be far less autonomous in their daily lives, beyond having to carry a large bag of books with them around the school campus to separate subject lessons. Once in class, it is most likely that pupils will be expected to sit and work at a desk or table throughout the lesson with the teacher taking responsibility for the pattern and manner of learning during the time pupils are in the class (Kirkpatrick, 1992). While it may be argued that this approach by the teacher is an entirely valid way of organising a secondary classroom, the corollary is that to a great extent, pupils are disempowered, compared to their previous experiences in primary school. Furthermore, as noted above, pupils may be challenged less by the academic level of the work set by the teacher, which, especially in the early terms of the first year in secondary school, often comprises of material that has already been covered in primary school. If pupils feel a lack of challenge in the work they have to do, they will feel undervalued by the teacher. If they are having similar experiences with up to ten subject teachers in any one week, it is highly likely that the quality of teacher/pupil relationships will suffer.

Elsewhere, research has noted that the negative effects of transition are not necessarily limited only to academic achievement and quality of school life. The impact of all of the

challenges on pupils discussed hitherto is further compounded by the fact that at the same time that pupils are facing the educational and social demands of transition, they will be beginning, or will have begun to experience, the radical processes of change brought on by adolescence (Tonkin and Watt 2003, p.28).

Students' transition from primary to secondary school has been associated with negative psychological, social and academic changes. In particular, students' self-concept has been found to be adversely affected by the transition (Tonkin and Watt, 2003, p.27).

Evidence has also been found for negative psychological and social changes at the time of transition and a number of studies have indicated a decline in pupil self-concept. For example, Marsh (1987) found that pupils' self-concept is at its highest in Year 6 when they are the oldest in the primary school. At this stage of their primary school careers pupils will be very well known to staff and to other pupils. They may well hold a position of responsibility in the school, be a key member of a school sports team, or artistic or musical group. It is also highly likely that a number of these pupils will perform leading roles in the school's dramatic productions. Therefore, at this stage of their school careers they will have great status. As noted above, pupils are likely to be extremely familiar with the school environment and daily routines and will feel secure and valued by teachers, classmates and other pupils, all of which will enhance self-esteem and help in character development. In contrast, within six weeks of finishing primary school, these pupils have started in Year 7 and are the youngest pupils in the secondary school. They will have fewer close friends in their classes and are unknown by the majority of other pupils in the school. During the first year in secondary school they have to make numerous significant adjustments to their new school environment, and as a consequence, their self-concept is likely to plummet (Wigfield et al, 1991).

Harter (1985) proposes a number of key components of self-concept: perceived scholastic competence; social acceptance, physical appearance, behavioural conduct, and global self-worth. Clearly, the foregoing discussion provides evidence of the negative effects of transition upon pupils' perceived scholastic competence; social acceptance, behavioural conduct, global self-worth and ultimately upon sustaining and developing character. The 'Transition' strand of the *Learning for Life* project is therefore especially interested in aspects related to Harter's latter two components above. Firstly, those that Harter links to the behavioural conduct component, such as the degree to which pupils like the way they behave, do the right thing, act the way they are supposed to, avoid getting into trouble, and do the things they are supposed to do. Secondly, those issues that Harter relates to the global self-worth component, namely the extent to which Year 6 and Year 7 pupils like themselves as people, are happy with the way they are leading their lives, and are generally happy with the way they are. These two components are underpinned by the pupils' values and qualities that not only underpin their daily lives within and without school, but also that will help to sustain them and to meet the challenges they experience during the process of transition from primary to secondary school.

Continuity in education is central to the holistic development of the child. What follows in this report is an account of an exploration of the differences between pupils' experience of

character formation and development in the last year of primary schooling and in the first year of secondary school. The study explores not only the nature of, and changes in, pupils' understanding of values in the transitional phase of schooling from primary to secondary education, but also the consistency in provision made by schools for pupil's character development.

2. Study Design and Method

2.1 Research questions

This study explores the nature of and changes in pupils' understanding of values in the transitional phase of schooling from primary to secondary education as well as the consistency in provision made by schools for pupils' character development. The key purpose of the study is to explore appropriate, effective and consistent ways in which to support the development of pupils' character across primary and secondary schooling. The following questions underpinned the research process:

- What difference does the transition between primary and secondary schools make to values held by 10-12 year olds?
- How do the 10-12 year olds participating in this study understand values (in the context of human qualities/characteristics)?
- What values do 10-12 year olds hold as important?
- How do their teachers understand values?
- How do primary and secondary schools make provision for character education?
- What factors in and/or outside the school appear to influence the character formation of the 10-12 year olds participating in this study?

2.2 Research design

The project comprised a case study of schools in one community. The sample included secondary schools and their 'feeder' primary schools. Five primary and six secondary schools participated in the study. The selective educational system in Kent also provided an opportunity to consider the development of pupils undergoing different types of schooling – grammar and non-selective schools – which might, as a consequence show differences in school ethos.

In outline the study was undertaken in two main phases:

1. Phase One involved a preliminary group interview with pupils and teachers and a Questionnaire survey. In order to build a theoretical foundation, a preliminary group interview of six pupils (see Appendix 1) was carried out in Year 6 in each of the five participating primary school and in Year 7 in each of the six secondary school (11 interviews altogether). Semi-structured interviews (see Appendix 2) were carried out with one teacher in each of the primary and secondary schools (11 interviews altogether). The teachers were identified by the head teacher as those

who were deemed to be involved with, or responsible for, the pupils' pastoral development. The teachers selected included: form teachers/tutors, teachers of citizenship education and those who delivered the PHSE programmes. In addition, documentation was collected from schools relating to values/character education and/or character development.

The preliminary phase enabled researchers to map the nature of character formation in the last year of primary school and the first year of secondary school, thus providing an empirical and theoretical base to inform the design and construction of the questionnaires.

2. Informed by the emergent theoretical framework from the preliminary interviews, Questionnaire One (see Appendix 3) was designed, constructed, piloted and administered. This questionnaire comprised 55 items, 48 of which were on a Likert scale and 7 items were about demographic characteristics.

Simple descriptive statistics were performed on the data collected using the SPSS statistical package. Responses were compared by year group and by religion using the cross tabs process within SPSS. Factor analysis was conducted to identify the main themes. Stepwise regression modelling was employed to determine who were most likely to live up to their own image of a good person.

3. Phase Two of the study involved focus group interviews with Year 6 and Year 7 pupils and a questionnaire survey. Having analysed the responses from Questionnaire One, further group interviews were conducted in each of Year 6, 7 and 8 from the participating schools. Three group interviews were conducted (one group of ten in a primary school, and two groups of 9 each in two secondary schools). The group interviews ran for a period of 4 weeks consisting of one per week in successive weeks. Students were selected randomly from the specified cohorts. The purpose of these interviews was to clarify provisional interpretations of data given in the group interviews in the first phase and the findings from the questionnaire survey. Data from these interviews also add depth and substantiate responses from the survey.

Emergent findings from Phase One and Phase Two interviews were used to inform the construction of the second questionnaire (Questionnaire Two). This questionnaire consisted of 92 items (Appendix 4). The first 9 items were on background information and the other 83 were about pupils' views on values, citizenship and their experiences in Yr 6 and Yr 7. Simple descriptive statistics using frequency counts were employed to explore pupils' views on the issues identified. Responses were also subjected to exploratory factor analysis. Five groups of pupils were identified. Logistic regression analysis was conducted to determine who were most likely to be in which group and who were most likely to enjoy school or not.

Although some of the pupils who completed Questionnaire One also completed Questionnaire Two, there was a high attrition rate as it was difficult to track students as they moved from primary school to secondary school. Hence, the responses of the

students can only be taken to be a snapshot of the values and views of Year 6 and Year 7 pupils.

2.3. Sample population

This was a study of five primary schools and six secondary schools in one locality. The area that defines the locality was broadly typical, both of the region and the country as a whole. This typicality can be seen by inspecting the census data. However, there were differences in the ethnic make-up and the age structure of the population. The Canterbury area has a particularly high percentage of university students, at close to twice the national average but, other economic indicators demonstrate a population, in terms of socioeconomic position, just below the national average and significantly below the regional average in the South-east of England. This social and economic backdrop provides useful contrast to both the higher achieving participants in the post-16 study and the relatively more deprived population of the 14-16 study.

Canterbury is regarded as a relatively prosperous city. Its socio-economic profile includes high numbers of professional workers where the median earnings per residence per week is £439.90 and unemployment at 4.2% is 1.2% below the national average. There are, however, some areas of considerable deprivation: a relatively high proportion of 12.5% residents claim unemployment benefits (figures for those claiming for more than 12 months,). There is an uneven age distribution with lower than average numbers of those under 16 years old but more people over 60. Over 96% of pupils were white and the majority saw themselves as being of English nationality.

Population by Age (2001 Census) in percentages (%)

| Age | Canterbury | South East | National |
|-----------------|-------------------|-------------------|-----------------|
| Under 16 | 18.4 | 19.9 | 20.2 |
| 16-59 | 57.3 | 58.9 | 59.1 |
| Over 60 | 24.3 | 21.2 | 20.8 |

*Source: Office of National Statistics Online, <http://www.neighbourhood.statistics.gov.uk/dissemination/>

The number of young people in Canterbury is well below the national average whereas there are significantly more people aged over-60 in the city than in the country as a whole.

Population by Ethnicity (2001 Census) in percentages (%)

| | Canterbury | South East | National |
|----------------------|-------------------|-------------------|-----------------|
| White | 96.6 | 95.1 | 90.9 |
| Mixed | 1.0 | 1.1 | 1.3 |
| Indian | 0.4 | 1.1 | 2.1 |
| Pakistani | 0.1 | 0.7 | 1.4 |
| Bangladeshi | 0.1 | 0.2 | 0.6 |
| Other Asian | 0.4 | 0.3 | 0.5 |
| Black | | | |
| Caribbean | 0.1 | 0.3 | 1.1 |
| Black African | 0.3 | 0.3 | 1.0 |
| Other Black | 0.0 | 0.1 | 0.2 |
| Chinese/Other | 1.0 | 0.8 | 0.9 |

*Source: Office of National Statistics Online, <http://www.neighbourhood.statistics.gov.uk/dissemination/>

The percentage of ethnically white inhabitants in Canterbury is much higher than the national average and the only ethnic minority that exceeds the national average figure is that of the Chinese and other ethnic minority category.

Socio-economic Status of Canterbury Constituency Residents (~Household Reference Persons) aged 16-74, Percentages % (2001 Census)

| | Canterbury | South East | National |
|--|-------------------|-------------------|-----------------|
| 1. Large employer and higher managerial occupations | 2.5 | 4.5 | 3.5 |
| 2. Higher professional occupations | 4.9 | 6.3 | 5.1 |
| 3. Lower managerial & professional occupations | 18.1 | 21.2 | 18.7 |
| 4. Intermediate occupations | 7.97 | 10.31 | 9.48 |
| 5. Small employers and own account workers | 7.5 | 7.8 | 7.0 |
| 6. Lower supervisory and technical occupations | 6.4 | 6.8 | 7.1 |
| 7. Semi-routine occupations | 11.0 | 10.6 | 11.7 |
| 8. Routine occupations | 7.2 | 7.4 | 9.0 |
| 9. Never worked or long term unemployed | 2.7 | 2.2 | 3.7 |
| 10. Full time students | 13.3 | 6.7 | 7.0 |
| 11. Not classified | 18.4 | 16.2 | 17.7 |

* Source Office of National Statistics Online, <http://www.neighbourhood.statistics.gov.uk/dissemination/>

Socio-economic status is broadly in line with or just below the national average with two exceptions; there are almost twice as many students than the national and regional average. There are also more small employers than the national average.

2.4 The schools

This section of the report provides a brief overview of the eleven schools that participated in the research - five primary schools and six secondary schools within or within close proximity of the city centre. Further information on the 11 schools is given in Appendix 11.

Pupil achievement at the primary schools in Key Stage 2 testing is generally below the national average. In 2008 two primary schools from the study were on or around the regional average performance (79%) while the other two were well below the regional average with one 23% below and the last fully 38% below.

Interestingly, at Key Stage 3 the story is very different. In 2007 only one school was significantly below the regional average score of 73% at 66%. One other school is only a point below the regional average and the other four schools are above both the regional and national average, three of which are significantly above, with average scores of 81%, 99% and 99 %. However, it is worth noting that the two schools with the highest scores are grammar schools.

Pupil achievement was not the same at each school, as can be seen from the following table:

Generalised test performance (%) of Canterbury sample schools at Key Stage 2 (2006-2008)

| | Average Test Percentages Scores at Level 4 and above across English, Maths and Science | | |
|------------------|--|------|------|
| | 2006 | 2007 | 2008 |
| School A | 57 | 68 | 78 |
| School B | 62 | 67 | 56 |
| School C | 58 | 57 | 41 |
| School D | N/A | 85 | 75 |
| School E | 67 | 77 | 72 |
| National Average | 81 | 82 | 83 |

* Source DCSF Primary School Achievement and Attainment
http://www.dcsf.gov.uk/performance/tables/schools_08.shtml

Generalised test performance (%) of local schools at Key Stage 3 (2005-2007)

| | Average Test Percentages Scores at Level 5 and above across English, Maths and Science | | |
|---------------------|--|------|------|
| | 2005 | 2006 | 2007 |
| School A | 72 | 79 | 72 |
| School B | 78 | 72 | 79 |
| School C | 99 | 96 | 99 |
| School D | 97 | 99 | 99 |
| School E | 56 | 66 | 66 |
| School F | 83 | 84 | 81 |
| National Average | 72 | 74 | 74 |

*Source DCSF Secondary School (GCSE and equivalent) Achievement and Attainment Tables
http://www.dcsf.gov.uk/performance/tables/schools_08.shtml;

At Key Stage 3 all but one of the secondary schools used in the study was above the national average in terms of student performance in the core subjects.

3. Phase One

3.1 Group interviews 1

Phase One of the project involved a series of group interviews with Year 6 (those just before transition) and Year 7 (those just after transition to secondary school) students. The aim of this Phase was to explore the issues raised in the stated research questions, so as to provide in-depth data that would inform the questionnaire survey in Phase Two. The interview schedule (Appendix 1) was designed after discussions with members of the research team and in the light of findings from both literature reviews and the earlier study conducted in Bristol. The decision was taken to use the term ‘values’ as a proxy for ‘character’, because ‘character’ is not a term used in English schools. Group interviews were conducted with six pupils in Year 6 and six in Year 7 in each of the participating primary and secondary schools. Parental consent was obtained for those pupils involved in the interviews.

Each group interview consisted of 25-35 minutes of highly structured questions from the researcher and discussion by the students, followed by ten minutes in which the students were invited to write their thoughts down on pieces of paper. One group interview was carried out in each participating school. All interviews were recorded on digital audio equipment and then transcribed. The researcher facilitated the group interviews. Pupils were informed of the purpose, the content, the approach and the confidentiality of their responses. The schedules were framed by predominantly open-ended questions and scenarios outlining a values-related event/happening, wherein pupils were asked to consider what they would do in a similar situation.

The interviews were designed to find out students’ understanding of ‘good’ character and the kind of values they held. In addition they sought to discover where students saw their particular character traits emanating from, and what sources influenced their core selves. Character was discussed not only in terms of what values they held, but also what action they took. Clearly, conclusions drawn about pupils’ actions need to take account of problems associated with self-reporting and with self-presentation within a group context. In the groups, the students talked about ‘values’ and ‘character’ rather than the unfamiliar concept of ‘virtues’.

The interview data were categorised and synthesised according to the questions on which the interview schedule was based. A descriptive account of the findings was then produced.

3.1.1 Findings

a) What do students perceive to be qualities of a ‘good person’?

In order to elicit a working definition of goodness from the students, they were asked to consider the qualities of one or two people they had identified as ‘good’ people. The most frequently mentioned qualities were (with the most frequently mentioned first):

- helpfulness
- caring

- a sense of humour
- kindness
- consideration for others
- loving
- fairness
- supportiveness
- friendliness
- intelligence

Pupils identified 49 different qualities, which were mentioned a total of 190 times across the eleven group interviews. Some qualities were mentioned within the broader framework of the pupils' own understanding, for example: '*funny*' was used and has been taken to mean sense of humour, '*does not give up on others*' was taken to mean supportive; '*always there for someone*' was taken to mean trustworthy; '*good personality*' was understood as sociable; '*stops racial discrimination*' equated to fairness, '*cheerful and smiley*' - happiness and '*clever*' - intelligence.

Table 1 shows that there were differences found between Year 6 and Year 7 in the qualities pupils highlighted as belonging to a 'good' person. For both Years 6 and 7, the most frequently cited quality was '*helpfulness*'. Other than '*kindness*', which was ranked higher by Year 6 pupils, the qualities cited as those belonging to a 'good' person varied between the year groups. Year 6 cited '*sense of humour*', '*supportiveness*', '*fairness*', '*being loving*' and '*determination*' as qualities they associated with a 'good' person. Conversely, Year 7 cited '*being caring*', '*trustworthy*', '*considerate*', '*friendly*' and '*understanding towards others*' as qualities they associated with a 'good' person. Interestingly, Year 6 and Year 7 used different words to describe the same quality. Year 6 tended to use '*funny*' to describe sense of humour and '*cheerful*' or '*smiley*' to describe happy, whereas Year 7 actually used the terms '*sense of humour*' and '*happy*' respectively. This is probably a reflection of the students' vocabulary development as they progress from Year 6 to Year 7.

Table 1: Most frequently mentioned qualities by year group

| Year 6 | Year 7 |
|-----------------|---------------|
| Helpful | Helpful |
| Sense of humour | Caring |
| Kind | Trustworthy |
| Supportive | Kind |
| Fair | Considerate |
| Loving | Friendly |
| Determined | Understanding |

The change in framework within which Year 7 view 'good' qualities supports findings from research studies within the field of transition from primary to secondary school. Findings from the recent sub-study of the *Effective Pre-school, Primary and Secondary Education 3-14* (Evangelou et al., 2008), a DCSF funded project, which addressed transition, showed that concerns about bullying, competency in work, changing teachers, having different teachers

for multiple subjects and whether they would make friends, were highlighted as negative factors militating against successful transition.

There is an interesting shift in the terms that students used to describe qualities of a 'good person' as they moved from Year 6 to Year 7. This may stem from differences in students' range of vocabulary or differences in the way they perceive how certain terms are used. For example, in Year 6 students used '*does not give up on others*' to mean supportive; while those in Year 7 take '*always there for someone*' to mean trustworthy when the two terms could mean the same thing. '*Caring*' and '*loving*' also connote the same quality but one term was used by Year 7 while the other by Year 6 students. Older Year 7 students do not see qualities like having a '*sense of humour*', '*being fair*' and '*determined*' as important in a good person as they do for Year 6 students. On the other hand, qualities like being considerate, friendly and understanding, which were not mentioned by Year 6 students featured in the responses among Year 7 students.

b) What kind of behaviour do students think make a good person?

The purpose of this question was to identify the kind of demeanour that signified a good person in order to understand how students perceive positive behaviour. Among the people students identified as being good people, the most often cited ones were their teachers, parents and school friends. To Year 6 students, kind people are '*helpful*' and '*would not hurt your feelings*'. They are '*supportive*' and '*want the best for you*'. They are '*brave and positive*' like '*superheroes*'. Below are some of the responses from Year 6 students which illustrate what they believe make a good person:

Say someone has a packet of sweets and they would say why don't we share it?

Like Mrs. D, she helps us, she pushes us and the reason she does that is because she cares. She wants us to get our level 4s and 5s and pass. She never gives up on us. When we've got football matches, she always supports us. And even when the other team are winning, she still supports us. Also when we're in a lesson and she's gone over something 20 million times, she'll still go over it again to make sure that you've understood it.

Johnnie as well, because he's always helping the little ones. And some people say things and it hurts your feelings, but Johnnie knows what to say and he knows not to hurt your feelings.

When explaining why they think emergency services people are good people, one group said:

They make people feel good.

They make people feel good about themselves - positive. They never give up. They get up in the middle of the night to go out to people.

They're basically superheroes. They will do anything for anyone.

Year 7 pupils saw good people as 'friendly people who make jokes', 'are always quite happy', 'smile at you and always say hello'. Kind people were perceived by the pupils as being those who would 'give you time', would be 'helpful', 'put others first' and are generous.

Like if they a big packet of sweets, they'd just share them out with people, even people they didn't like. And say like someone who is homeless on the street, they might give them some money or something.

They will do things without expecting anything in return. If somebody is upset, they will make them happy again.

c) How would students respond if they have to choose between helping an elderly neighbour and going to play with your friends?

In order to explore the extent to which pupils shared the positive thoughts and behaviour they had described as being those of a 'good' person, they were presented with a dilemma. Pupils were asked to choose between going to a local shop to buy milk for a retired neighbour, who had asked them for help, or to go and play with their friends. Pupils were generally sympathetic towards the neighbour's plight (comments included: '*a weak older person*', '*a close friend*', '*old people find it hard to move*', '*I'd get the milk for the old person—imagine it was our parents*'). Most felt that they would help as their elderly neighbour's need was greater than their friends'. Although the majority of the pupils displayed a strong sense of compassion and empathy for the neighbour, there were some who said they would undertake the errand to '*be guilt free*'. For a few pupils it was a calculated action with the hope or expectation of reciprocal treatment in later life. Interestingly, almost all the pupils did not see the two actions as mutually exclusive. They would undertake the errand for their neighbour and either take their friends along, or ask their friends to wait for them. When asked, 'Would you get the milk if your friends refused to go with you and refused to wait for you?' the pupils were emphatic that they would do the good deed for their neighbour.

Some pupils said they would not fail to do something they had committed to, while others said they would help the neighbour because of the trust in which the neighbour had in them. A number of pupils said their 'good' action was founded on the friendship with their neighbour. There was no perceptible difference between the range of responses to the scenario by pupils in Year 6 or Year 7. There is a certain level of maturity in some of the answers given by Year 6 pupils. For example,

It's only 5 minutes of your day and it saves another person from being injured.

Yes. Because we'll just say to our friends we're going to get some milk for someone. And if they say "Ha ha! You're not going to do that are you?" and "They're really old". And it's not very kind of them to say that. So I would say, "That's not very kind," and "if you think that you're not my real friend".

These pupils said they believe that their friends would understand why they want to help the elderly person, and if they did not then they would not consider them as their real friends.

d) What do students perceive to be kindness and is it possible to be kind all the time?

The aim with this question was to find out pupils' understanding of kindness. Pupils were asked to consider if they believed that people with the quality of kindness were kind all the time. The majority of pupils recognised the difficulty of trying to be kind all the time. Year 7 pupils tend to consider the issue at a deeper level in that outward behaviour may be caused by a particular situation. For example,

You can't be kind all the time. It's impossible to be kind all the time. Like if someone completely kills your family, kills your wife. You don't say, "Oh thank you for killing my wife". Or if they are taking advantage of your kindness, like taking everything from you, you need to, say, lay down the rules.

They wouldn't be kind all the time because everyone gets someone angry and annoys someone so they wouldn't be nice all the time.

Everyone's kind, but not all the time because everyone gets annoyed at some time. Our mum because she's mostly kind to us all the time. If you want something she'll say, "I'll get it for you. I can't do it today, but I'll get it tomorrow". She's probably doing other things though. But when you need her she's always there for you.

Some students equate kindness with love and compare it with the love from their parents:

Your mum and dad. Even if you fall out with them they still love you. Hardly any parents (don't) stop loving their children.

I thought of my mum. She is kind all the time, but she doesn't show it sometimes. But deep, deep down she is kind.

Year 6 pupils tended to consider this question from a personal point of view and consider what might cause them to be unkind. For many pupils, any unkind behaviour would be the result of their mood or feelings. As one pupil put it; *'Part of being kind is if you do something not very nice/ do something wrong you go and apologise and say sorry and*

make it better.' To another student, being kind involves sharing things: *'Brett and I go home together and he always shares his drink with us.'*

Although the pupil did not develop this line of thought further, the statement tended to reflect an acknowledgement that kindness is important and that kindness can be developed, but external circumstances can cause a person to appear to act unkindly, albeit momentarily, while retaining a core of kindness. Some Year 7 pupils believed that a justification for the need to be unkind was a matter of reasonable self-defence: *'There will be times when you get angry or annoyed if someone lashes out at you. If you're kind all the time, there will come a point when people will take you for granted'*. Therefore, pupils did not consider the possibility of exhibiting self-control in terms of remaining kind even when angry/annoyed.

e) Students' reaction to conflicting situation. (Imagine you had to get a lot of work done and one of your friends kept talking to you. How would you react?)

This question was aimed at finding out pupils' understanding of friendship and kindness. Here again students were able to demonstrate a level of maturity with regards to handling conflicting situation. Both Year 6 and 7 pupils valued friendship highly, and while they were aware of the importance of getting schoolwork done, they were also careful not to damage their friendship. For example, some of the pupils said:

If you are unkind, you won't have any friends. (Year 7 pupil)

If they are your true friends, you'd probably act kinder. (Year 7 pupil)

I wouldn't be unkind to them...they are your friends and they are there for you. They are the people who are going to play with you, will look out for you and some people won't do that for you. (Year 6 pupil)

Many said they would do it with tact and diplomacy.

f) Pupils' self-perception in relation to being good.

When pupils were asked if they believed that as an individual they were a 'good' person, the majority believed that they were 'good', but acknowledged that good or bad behaviour was influenced by their 'moods'.

Across both year groups there was a general acknowledgement that being 'good' was a matter of choice, and that an individual can choose to be good or choose not to be good. However, there was no recognition that in the interaction with others an individual's feelings or moods might need to be controlled and/or could be controlled, for example, one Year 7 pupil stated that being 'good' was a matter of choice, but was dependent on mood changes, where a person cannot control annoyance or frustration.

g) Reasons pupils gave for wanting to be a good person.

Pupils said they liked doing 'good' because:

It makes you feel warm inside. (Year 6 pupil)

I feel good because it makes him [pupil's father] feel good. (Year 6 pupil)

You get to help others. (Year 7 pupil)

If you are nice other people will be nice back. (Year 7 pupil)

You get a nice feeling that you've helped someone. (Year 7 pupil)

However, many pupils said that they '*did not want to be good all the time*'. The reasons for this stance appear to be related to their understanding of good and resonate with George Orwell's '*On the whole, human beings want to be good, but not too good, and not quite all the time*'.

For the majority of pupils, the term 'good' was seen within the framework of *doing good* as opposed to *being good*. They interpreted *being good* with doing the things that adults wanted them to do, when the adults wanted them to do them, for example doing homework, tidying a bedroom, not talking in class, not running in the corridor. Pupils' comments suggested that they perceived being good all the time as the opposite of fun and that such behaviour would annoy friends, which would put them at risk of being excluded from friendship groups. The following comments exemplify this perception:

Yes, I do want to be a good person, but not all the time, I want to have fun with my friends. (Year 7 pupil)

I don't want a reputation of always being good. (Year 6 pupil)

[...] you wouldn't join in. (Year 6 pupil)

[...] you want to be popular. (Year 6 pupil)

A number of pupils perceived certain personal advantages of being good, for example, achieving academically and having more friends:

I do like being a good person and yes I want to be a good person because if I was bad I wouldn't get good grades in a test. (Year 7 pupil)

[...] if you are unkind you won't have any friends. (Year 7 pupil)

However, when pupils were asked to consider the qualities they had identified as those belonging to a 'good' person in the negative (e.g. unhelpful, unforgiving, unloving etc.) and to apply them to themselves, they all agreed that they would not like to be that sort of person.

h) People that pupils believe influence their good behaviour.

Role models are central to moral development. Pupils were asked to consider who and what had helped them to be a good person and the ways in which they had been helped. For both year groups, the biggest influence cited by pupils was family or parents. Pupils perceived that the influence was through both the love of the family/parents, and through the examples that parents, grandparents or siblings set. For example, one Year 6 pupil said '*family are kind and loving*' and another Year 6 pupil suggested that her mother taught her to be good, was '*always there for her*' and was a good person.

Similarly, friends were perceived as having some influence. This result supports the literature in the related field which highlight the influence of friends in pupils' lives (for example, Layard and Dunn, 2009) and is reflected in the following comments made by the pupils in the group interviews:

If your friends are good people that encourage you to be good then you want to be like them to be friends with them. (Year 7 pupil)

[...] if you are around with good people you want to be like them so you naturally 'be' more of a good person...if you are around with bad people, then I don't think your instinct would be to be good. (Year 7 pupil)

[...] if you are hanging around with bad people, it can make you bad. (Year 6 pupil)

This finding is consistent with that described in some literature. For example, according to Layard (2005), throughout pupils' lives friendship is important in terms of their wellbeing, achievement and identity, particularly during the transitional phase (Tobbell, 2003 and Weller, 2007). Despite the perceived positive influences of good people such as teachers and older people, some pupils were influenced by quite self-oriented feelings such as being praised for doing good, their reputation and the personal satisfaction gained from doing a 'good' deed. Although one Year 7 pupil cited the influence on his life of going to Church, having a religious faith or going to a place of worship did not feature as influential factors for most of the pupils.

In summary, pupils in the study were able to identify 'good' characteristics and to recognise corresponding behaviour, actions and thoughts, for example, qualities such as helpfulness, kindness, loyalty, and friendship, among others. Pupils were able to see that people who display such qualities are likely to: *be approachable; put others before themselves; encourage others; not expect anything in return for kindness/help and be good natured/happy*. In addition, many pupils recognised that individuals can choose to be 'good', i.e. choose to develop a particular quality, but that moods and feelings can affect their behaviour and action. Although these pupils said they understand that an individual can choose to be 'good', none mentioned '*self-control*' as an influential factor on an individual's decision to be good. Research suggests that younger pupils have less self-control and respond more to the external discipline/ demands of parents and other adults (Kochanska, 2002). Grusec and Goodnow (1994) suggest that the internalisation of values, which gradually develops with age, is coupled with an increase in internal control of behaviour. In

relation to character development, the pupils in the focus group acknowledged the influence of their parents, families and friends which had a strong affective dimension.

3.2 Teacher Semi-Structured Interviews

These were carried out in each school with teachers with particular responsibility for the pupils' personal/social health, such as form teachers/tutors, teachers of citizenship education and those who delivered the PHSE programmes. The interviews (Appendix 2) were designed to provide:

- An insight into the teachers' understanding of, and views about, values;
- Evidence of the ways that teachers perceived that values were, and could be, communicated through them (the behaviour and manner of the teacher, the curriculum and the various dimensions of teaching and learning, school ethos);
- Evidence of the ways that values were addressed by their schools.

Teacher interviews were transcribed and their comments tracked. Teachers' responses were documented by question and school to allow for comparison between schools.

3.2.1 Findings

a) Teachers' understanding of, and views about, values.

Teachers had a strong understanding of the 'good' qualities of human character, with no general difference across primary and secondary phases. However, there were some specific differences between teachers at different schools. Teachers saw 'good' qualities as one or more of the following: *patience, tolerance, empathy, compassion, kindness, respect, trustworthiness, honesty, being caring, helpful, sharing, hard working, being able to work with others, having a knowledge of right and wrong which should be reflected in one's behaviour, being able to create a stable environment for others and being true to oneself (for example, not being led by others when the individual disagreed with others' opinions).*

In terms of teaching pupils values, across the schools, teachers viewed the teaching of moral, spiritual, cultural and social values within the context of teaching values generally. Although many commented on the differences between these 'clusters' of values, teachers said they did not differentiate between them when teaching. In addition, they expressed a strong belief that values should be a cross-curricular element as well as a discrete curricular subject. One secondary teacher commented on the natural place of particular values in certain subjects, for example in PE, and the values pupils learn when participating in team sports. Another commented on the importance of giving pupils the opportunity to both develop and voice their opinions in helping them to develop their own values. A secondary school teacher commented on the importance of embedding character education in the whole ethos of the school. He was of the opinion that if character education was not also

located outside a discrete programme of lessons, the lessons would be less effective in helping pupils to develop values.

Teachers said that they did not generally refer to the terms 'values', 'virtues' or 'doing/being good' when teaching values. One secondary school teacher referred to the importance of laying 'base values' from which others can flow and the centrality of helping pupils to make rational decisions, which may be developed through class discussions that enabled pupils to learn how to substantiate their decisions. A primary school teacher commented on the importance of debate in helping pupils to develop values. Another teacher stated that he saw values within the context of responsibilities and rights, whilst yet another stated that on occasion she would focus on a particular value, for example 'respect', and would develop her teaching around that value.

Primary school teachers that were interviewed, did not generally use words like 'values', and even less 'virtues', when addressing values, qualities and dispositions with their pupils because they believe that pupils would not understand the words. This produces a somewhat self-fulfilling prophecy, because without the explanation, and use, of these words by teachers with primary pupils, the pupils are unlikely to understand their meanings. However, the secondary school teachers in the study stated that although secondary school pupils might not fully understand such terms, they would have some understanding of their meanings.

b) Teachers' perceptions of how values were, or could be, communicated through them.

All teachers interviewed stated that they believed one of the roles of a teacher is to help pupils to develop values. However, many commented on the need for one or more of the following: support from the school; the example or support of other teachers; support of senior management and/or parents. Some said they saw values development as a whole school issue, with one secondary teacher commenting on the importance of having a school ethos that is conducive to, and supportive of, value development in pupils. Others spoke of the importance of parental support, highlighting the relevance of what happens outside the school as being important in pupils' value development. Primary school teachers tended to focus on their moral agency as a person in helping pupils to develop values. A number underlined the importance of being a good role model for the pupils by exemplifying through their own behaviour, the behaviours they wished to see in their pupils, or in society at large. Others spoke of the need to discuss issues with pupils and allowing them the opportunity to discuss their own feelings on issues like sadness, happiness and friendship.

Primary school teachers emphasised the importance of one or more of the following in helping pupils' character development:

- developing a good relationship with pupils;
- being firm but fair;
- modelling kindness;
- making pupils aware of what can be achieved through hard work;

- giving time to pupils;
- showing pupils that teachers have good relationships with each other;
- positively reinforcing pupils' acts of politeness or courtesy.

The majority of secondary school teachers viewed their role in pupils' value development within the context of the curriculum; that is the extent to which they provided appropriate and challenging work, the way they taught the lesson, or the extent to which they addressed team work or sharing in the ways in which pupils worked together. A number commented on the importance of role modelling and the need to develop good relationships based on trust and respect. Such views appeared to be reflected in the ways teachers supported pupils' character development. In one secondary school, there was a strong team spirit across the year groups, with pupils being given the opportunity to develop team skills through sports. In another school, the teacher commented on the importance of giving pupils the opportunity, through their work, to reflect upon, or become aware of, themselves as individuals and as individuals in the context of others. Another teacher reiterated the point made by primary teachers; of the need for role modelling and the need to be able to engage successfully with pupils. A secondary school teacher referred to the way he disciplined pupils and stated the need to 'punish the action not the child' as it enables pupils to take personal responsibility for their actions.

In relation to discipline, teachers were asked to consider how they would teach a pupil not to be unkind to others. Both primary and secondary teachers stated the need to help pupils to see the situation from the victim's perspective. Some commented on the need to spend time with pupils in order to discuss the issues involved in this type of situation. However, many commented on the need for teachers to also consider possible underlying issues that may have influenced the outward behaviour of the perpetrator. One secondary school has a system in place to help the perpetrators change. Through this system a number of pupils have gone on to mentor younger pupils within the school. The teachers said that they agreed that pupils needed to be taught to reflect on their behaviour and the reasons for it and to consider the impact their bad behaviour would have had on the victim.

Teachers stated that 'knowing the good' was likely developed in particular curricular areas, such as PHSE, Citizenship, Religious Education. However, in relation to 'loving the good', 'wanting to do and doing the good', responses differed between phases. In the majority of primary schools, there was a strong emphasis on praise, encouragement and reward. In secondary schools, although the teachers spoke of the importance of praise and encouragement, there was a stronger awareness of helping pupils to be able to make good choices, taking ownership for projects and their personal decisions. Many teachers re-emphasised the need for role modelling and putting the 'good' on a pedestal. The teachers also spoke of having clear and particular expectations, of inspiring pupils and helping them to engage.

c) How were values addressed by the school?

Across phases, teachers interviewed said that it was the role of the school to help pupils develop values. Primary school teachers said that circle time and PHSE sessions were a valuable means of talking to, and discussing issues with, pupils. In addition, they said that they used stories with moral themes and encouraged pupils to follow the schools' behaviour codes. They said it was important for a school to articulate a common set of core values that everyone in the school supported. Some said they believed that a school council, a buddy system and peer mentoring programme were other means that schools can use to help pupils develop values.

In secondary schools, a number of teachers believed that they should be role models for the pupils through their actions/ behaviour, interaction with others and treatment of pupils. A common theme was the need to help pupils develop respect; partly through a just discipline system and partly through a supportive school ethos. In faith-based schools this had a particular focus through which values were developed. One secondary teacher commented on the important role of senior management team in the development of a positive ethos, without which pupils could not fully develop their own values system. This same teacher underlined the centrality of parents in supporting not only their child, but also supporting the ethos of the school. In another secondary school, a teacher emphasised the importance of the house system, where older pupils supported/guided younger pupils.

In summary, all teachers saw the importance of their roles as curricular educator and moral agent. Secondary school teachers placed greater emphasis than primary school teachers on the way they developed their own curriculum subject to both challenge and stimulate pupils.

3.3 Questionnaire One Survey

3.3.1 Introduction

This section outlines the aims, rationale and the results of the first questionnaire survey. Findings from Group Interviews 1 and Teacher Semi-structured Interviews informed the design and formulation of Questionnaire One (Appendix 3). In addition, elements that emerged in the discussions, but did not necessarily represent a major theme, were also considered: for example, the extent to which pupils thought it was important to care for the environment and the extent to which pupils believed determination was an important part of character.

The purpose of Questionnaire One was to explore the theoretical framework with a larger sample and to consider similarities and differences between pupils in Year 6 and Year 7. The aim was to identify any underlying patterns and to further explore the themes that had emerged from the interviews relating to the acquisition of values and character development. It also aimed to find out how what students thought influenced their character development and their attitude towards values like trust, determination and care for the environment.

3.3.2 Administration of questionnaire survey

The Questionnaire was administered to 1130 Year 6 and Year 7 pupils in the participating schools, with a response rate of 88.5%. 49 items were created to explore the emergent themes. The first section of 21 items, considered the values and character of what the pupils termed a 'good' person. The second section asked pupils to consider the extent to which they acknowledged these values in themselves and the extent to which they were expressed, or 'manifested' in their character. The third section comprised of seven items which addressed the perceived influences on pupils' values and character development. A pilot questionnaire suggested that students had little or no understanding of the term 'virtue'. Thus, an open-ended question about pupils' understanding of the term 'virtue' was added towards the end.

The first part of the Questionnaire collected data on students' demographic characteristics such as sex and religion, in order to explore the influence of these characteristics on pupils' responses.

Participants were informed of the purposes of the Questionnaire, how to complete it and that it was anonymous, in that their names would be removed once the questionnaire had been matched with the one they would do the following year. They were told that they might encounter words with which they may not be familiar in the questionnaire, but they could not be told the meaning of those words. In addition, pupils were told that the questionnaire was not a test and that their personal views were important to the researchers.

Questionnaire One was administered in person by the researcher, to all pupils, except in one secondary school. In this case, the Questionnaire was administered by the class teacher, to one group of 25 pupils. The teacher was provided with information and guidance on exactly how to administer the questionnaire. Questionnaire One was administered during the second half of the summer term in 2007/2008 and the first half of the autumn term in 2008/2009.

3.3.3 Piloting process

Questionnaire One was piloted with Year 6 pupils, in a primary school that was not subsequently involved in the study. The purpose of the pilot was to increase the reliability and validity (Oppenheim, 1992) of the Questionnaire. By piloting it with younger pupils, any issues relating to understanding of language and/or construction of the questions were more likely to be highlighted. In addition, it provided the opportunity for the researcher to ensure that the layout, sequencing and scale of questions were appropriate. Findings from the pilot questionnaire suggested that pupils had little or no understanding of the meaning of 'virtue'. Consequently, an additional item was included to find out the extent to which pupils understood this word (see Appendix 3).

3.3.4 Sample characteristics

Tables 2 and 3 show the composition of the sample. The gender breakdown of the sample, overall, was 56% male and 44% female. This ratio was similar across Year 6 and 7, with 54% male in Year 6 and 46% female, and 57% male and 43% female in Year 7.

Table 2: Sample by year group and sex

| Year Group | Male | Female | Total |
|------------|------|--------|-------|
| 6 | 54% | 46% | 148 |
| 7 | 57% | 43% | 852 |
| Total | 565 | 435 | 1000 |

Table 3: Sample by year group and religion

| Year Group | Church of England | Catholic | Other Christian | Other | No known religion | Total |
|------------|-------------------|----------|-----------------|-------|-------------------|-------|
| Year 6 | 12% | 19% | 5% | 6% | 57% | 148 |
| Year 7 | 27% | 15% | 7% | 5% | 46% | 852 |
| Total | 244 | 156 | 66 | 55 | 479 | 1000 |

Under half of the respondents (47%) professed to have a Christian faith (CoE, Catholic or other Christian). The other half (48%) indicated no known religion. Over half (57%) of Year 6 pupils professed to have no known religion compared to only 48% of Year 7 pupils. The majority of students indicated that they like school (80%). Of those who did not report liking school, 55% of them indicated no known religion while 46% of those who reported liking school had indicated no known religion.

3.3.5 Conceptual Framework

Although there were variations between Year 6 and 7, both the interview data and questionnaire survey showed that pupils in general have a strong sense of which values are important, and that these values appeared to inform their lives and actions. These values were predominantly influenced by families, friends and teachers.

Teachers were also in accord with regard to the values they associated with a 'good' person and the framework within which they viewed values and educating for values. Teachers' responses commonly asserted that while pupils may not understand the terms 'values' and 'virtues', they would understand the concepts.

Factor analysis, carried out on the questionnaire items, extracted 5 factors/themes. These themes relate to pupils' understanding of the extent to which values and character are an integral part of a person. Initial Principal Components Analysis found 9 factors with Eigen values greater than one. These nine components explained a total of 52% of the variance and were rotated using varimax rotation. The decision was taken to retain the first 5 factors as most of the items load quite strongly (above .4) on the first five components (see Table 4).

Factor 1: Pupils' understanding of what makes a good person.

Factor2: Pupils' perception of themselves as a good person.

Factor 3: Pupils' identification of a good person's attachment to religion and good thoughts.

Factor 4: Pupils' concept of virtuous behaviour as a matter of choice, recognising that human weakness can make the practice of virtue difficult.

Factor 5: Pupils' perceived influences on their behaviour.

Table 4: Five factors extracted

| | | | | | |
|---|-----|--|-----|-----|--|
| A good person is friendly, helpful & welcoming | .71 | | | | |
| A good person is kind, caring and loving | .66 | | | | |
| A good person thinks before he/she acts | .64 | | | | |
| A good person is responsible | .61 | | | | |
| A good person is trustworthy and loyal | .60 | | | | |
| A good person knows it's important to think good thoughts | .57 | | | | |
| A good person does not give up easily | .56 | | | | |
| A good person knows doing good acts is important | .56 | | | | |
| A good person tries not to be unkind to friends | .53 | | | | |
| A good person is cheerful & optimistic | .52 | | | | |
| A good person never thinks badly of other people | .46 | | | | |
| A good person wants to be good in all situation | .45 | | | | |
| A good person cares for the environment | .42 | | | | |
| A good person wants to be thought well by friends | .38 | | | | |
| I am responsible | .64 | | | | |
| I am kind and caring | .63 | | | | |
| I'm cheerful & optimistic | .61 | | | | |
| I think before I act | .57 | | | | |
| I'm friendly & helpful | .57 | | | | |
| I'm trustworthy & loyal | .56 | | | | |
| I know that thinking good thoughts is important | .55 | | | | |
| I don't give up easily | .53 | | | | |
| I know that doing good acts is important | .52 | | | | |
| I want to be good in all situations | .52 | | | | |
| I try not to be unkind to friends | .51 | | | | |
| I am a person with values | .46 | | | | |
| I care for the environment | .46 | | | | |
| It's important that my friends think well of me | .41 | | | | |
| A good person has religious faith | | | .62 | | |
| A good person attends a place of worship | | | .61 | | |
| I never think badly of other people | | | .50 | | |
| A good person never thinks badly of other people | | | .47 | | |
| I never think badly of myself | | | .46 | | |
| I'm a person with values | | | | .41 | |
| A good person is someone with virtues | | | | .59 | |
| A good person lets moods influence their behaviour | | | | .52 | |
| I let my moods influence how I behave | | | | .50 | |

| | | | | | |
|--|--|--|--|-----|-----|
| I'm a virtuous person | | | | .47 | |
| A good person is someone with values | | | | .46 | |
| A good person has religious faith | | | | | .34 |
| A good person attends a place of worship | | | | | .36 |
| I have a religious faith | | | | | .87 |
| I attend a place of worship | | | | | .86 |

3.3.6 Discussion of survey results

This section discusses the results of the Questionnaire One survey. The summary of responses is given in Appendix 6. The first part is an overview of the questionnaire findings. These are presented as descriptive statistics which broadly follows the five themes that emerged from the interview data and factor analysis. These themes help answer the following questions:

- What do pupils' perceive as a good person?
- Do pupils' see themselves as a good person?
- Do pupils think that a good person is someone with a religious attachment and have good thoughts?
- Can good behaviour be a matter of choice (i.e. can it be influenced by moods)?
- What influences good behaviour?

The second part is a comparison of groups to find out if there are differences in the values and attitudes of different groups of respondents:

- Year 6 and Year 7 pupils;
- Male and female pupils;
- Pupils of different religious background;
- Pupils from different schools.

The third section aims to find out the extent to which pupils live up to their views of a good person and what factors determine whether they are more or less likely to do so.

3.3.7 Overview of Questionnaire One findings

This section identifies pupils' understanding of a good person as well as their view of themselves as a good person. The descriptive statistics for the 48 questions are presented in Appendix 6. Below is a list of characteristics that most students believed make a good person:

- A good person is kind, caring and loving (87%);
- A good person thinks before he/she acts (83%);
- A good person is friendly, helpful and welcoming to others (87%);

- A good person is trustworthy and loyal (82%);
- A good person is responsible (79%).

Of the five characteristics that most students agree make a good person, 'being responsible' figured as the characteristic that the pupils believe that they most exemplify (73%). Sixty-nine percent believed that they are friendly, helpful and welcoming, while 66% thought of themselves as trustworthy and loyal and 64% saw themselves as kind, caring and loving. A large number also indicated that 'doing good acts is important' (72%). Only 38% of them said they think before they act. This is one good characteristic which many thought is lacking in them.

When asked which of these characteristics they had or aspire to have, many of the pupils in the focus group interviews considered personal qualities within the context of what they wanted out of life; for example, frequent responses included, '*an enjoyable/good/well paid job*', '*a big house*', '*to be happy*', '*to be successful*', without necessarily considering the types of personal characteristics needed to achieve these desired outcomes. Pupils in Year 6 indicated a greater likelihood to cite human qualities needed for the future, in comparison to those in the secondary school group interviews. In Year 6, ten out of 24 pupils cited such qualities as '*working hard*' or '*kindness*' as those that they considered to be important for their future well-being. Below are examples of what some Year 6 pupils had to say:

[...] you need to be able to control your moods to get on with life. I'm not sure what I want to be but I want to be successful, be healthy, be nice and be able to understand things.

[...] you need the qualities suggested last year by Year 6: helpfulness, a sense of humour, kindness, supportiveness, fairness, love and determination, plus you need to get work done quickly.

The findings suggest that pupils considered qualities in the context of what they needed to achieve what they wanted out of life. They tended to view this within the context of material wants and gave only scant attention to the qualities within themselves which they might need to develop to achieve those aims. It is possible that students did not fully understand the question or were side-tracked into discussing what they wanted from life.

The least important characteristic of being a good person, according to the study, was to have a religion. The majority of students do not believe that a good person necessarily has to have a religion. Only 15% believed that having a religious faith or attending a place of worship (16% agree) made a good person. Senior family members like mother, father and grandparents were seen as the most influential factor in helping students to understand how to be a good person. Mothers/female carers/guardians were seen as having the most influence (88%), followed by fathers/male carers/guardians (78%) and grandparents (73%). Parents and grandparents also appear to have the biggest influence in helping them to act like a good person (85% for mother and female carer/guardian; 74% for father and male carer/guardian and 70% for grandparents). Just over half said their school (52%) and teachers (53%) had an influence on them. The least influential factors were TV personalities (28%) and religion (30%). Only slightly over a quarter (27%) believed that no one taught

them how to be good; they just knew how to. 'Friends' were the next most important influencing factor, with 60% saying that their friends helped them to act like a good person.

Table 5: Supportive variables that help students understand how to be a good person

| The following help me to know how to be a good person | Percentage agree (%) | |
|---|----------------------|--------|
| | Year 6 | Year 7 |
| a) Mother/female carer/guardian | 85 | 89 |
| b) Father/ male carer/guardian | 76 | 79 |
| c) Sisters/brothers | 55 | 53 |
| d) Grandparents | 70 | 74 |
| e) Friends | 60 | 63 |
| f) Teachers | 72 | 50 |
| g) School | 57 | 51 |
| h) People on TV | 33 | 27 |
| i) Going to my place of worship | 27 | 30 |
| j) No one, I know how to be good myself | 32 | 26 |

N (Yr 6) = 148; N (yr 7) = 852

Tables 5 and 6 show that Year 6 and Year 7 pupils do not differ much in their opinion of who and what influence their good behaviour. The most striking difference is the perceived influence of teachers. Teachers seem to have more influence on Year 6 pupils than Year 7 pupils both in understanding and acting like a good person.

Table 6: Supportive variables that help students to act like a good person

| The following help me to act like a good person | Percentage agree | |
|---|------------------|--------|
| | Year 6 | Year 7 |
| a) Mother/female carer/guardian | 82 | 86 |
| b) Father/ male carer/guardian | 75 | 74 |
| c) Sisters/brothers | 49 | 52 |
| d) Grandparents | 68 | 70 |
| e) Friends | 56 | 61 |
| f) Teachers | 66 | 51 |
| g) School | 55 | 51 |
| h) People on TV | 29 | 26 |
| i) Going to my place of worship | 26 | 31 |
| j) No one, I know how to be good myself | 26 | 26 |

N (Yr 6) = 148; N (yr 7) = 852

In summary, pupils generally identified a good person as one who is kind and caring, thinks before they act, is friendly and trustworthy. Having a religion or attending a place of worship

was thought to be the least important characteristic of a good person. The most influential factors in helping students to understand and behave like a good person were senior family members, the most important of whom were mothers/female carers, followed by fathers/male carers and grandparents. Religion and TV personalities had the least influence. Approximately half the sample thought the school and their teachers had an influence on them.

3.3.8 Differences between groups

Although the mean of the responses were compared and statistical significant results for variables were obtained, only those variables where there was a note worthy difference in responses between groups were considered. As the sample in the study was a large non-random sample (N=1000), any differences were taken as real differences. (*Note: all figures in the tables have been rounded off to the nearest whole number.*)

Differences between Year 6 and Year 7 pupils and their views of a good person

Almost all (82%) agreed that a good person was trustworthy and loyal with Yr 7 pupils being more likely (83%) than Yr 6 pupils (72%) to agree with this. Table 7a shows that Year 7 pupils were less likely than Year 6 pupils to believe that what a person thought of themselves was an important characteristic of a good person (29% v. 43%). They were also less likely to think a good person has to be cheerful and positive all the time (58% v. 71%).

Table 7a: A good person never thinks badly of him/herself

| Year group (Yr gp) | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|-----------------------|----------------|-------------------|-------|---------------------------|----------|----------------------|-------|
| Y6 | N | 25 | 38 | 55 | 17 | 13 | 148 |
| | % within yr gp | 17% | 26% | 32% | 12% | 9% | 100% |
| Y7 | N | 92 | 157 | 360 | 159 | 84 | 852 |
| | % within yr gp | 11% | 18% | 42% | 19% | 10% | 100% |
| Total | N | 117 | 195 | 415 | 176 | 97 | 1000 |
| | % within yr gp | 12% | 20% | 42% | 18% | 10% | 100% |

Few pupils agreed that attending a place of worship made a good person (only 16% thought so). Interestingly, a quarter of Yr 6 pupils (26%) compared to 14% of Yr 7 pupils agreed with this statement (see Table 7b). Yr 6 pupils were also more likely to think that a good person has a religious faith (25% for Yr 6 and 13% for Yr 7). However, the majority of pupils either did not agree or had no opinion about whether religion makes a difference to a person's character or not. Examples of comments include:

I do not have a religion. I don't think I am missing out.

I was christened. You can believe whatever you want. Having a religion helps build your character.

I don't have a religion. I'm not sure if it helps you or not.

Table 7b: A good person attends a place of worship

| Year group (Yr gp) | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|-----------------------|----------------|-------------------|-------|---------------------------|----------|----------------------|-------|
| Y6 | N | 12 | 26 | 55 | 26 | 29 | 148 |
| | % within yr gp | 8% | 18% | 37% | 18% | 20% | 100% |
| Y7 | N | 53 | 70 | 355 | 155 | 219 | 852 |
| | % within yr gp | 6% | 8% | 42% | 18% | 26% | 100% |
| Total | N | 65 | 96 | 410 | 181 | 248 | 1000 |
| | % within yr gp | 7% | 10% | 41% | 18% | 25% | 100% |

Another theme that was thought to be relevant to citizenship and character development was 'caring for the environment'. Although findings from the questionnaire survey were inconclusive with 56% of Year 6 and 51% of Year 7 agreeing/strongly agreeing that a good person cares for the environment and almost one quarter of Year 6 (24%) and just over one third of Year 7 (35%) having no opinion either way, it was considered important to explore the rationale behind their responses. In the focus group sessions, Year 6 pupils displayed a very strong commitment to the environment. All pupils commented positively. This is reflected in the following comments:

If you don't take care now (of the environment) then later on in your life it will affect all of us

You should look after the environment because there's only one

Looking after the environment is important (I don't want to die) because the world would die along with everyone in it

In the secondary school, responses were more varied. However, the extent to which pupils across the groups reflected on this issue or saw it as a personal responsibility was not evident. The comments suggest that they might have been told about it or studied the environment in school, but looking after it was another person's responsibility. Nevertheless, a relatively high proportion of pupils in the secondary school group interviews stated that they cared more for the environment than they had done in Year 6 because they had a greater understanding of what was happening to the earth. This is reflected in the following comments:

I think I care more for the environment now than in Year 6 because now I am aware of the consequences of pollution and of littering (Year 8 pupil)

I cared in Year 6, but I didn't understand. (I care) more now because we know what the world is coming to. You want to look after the environment because animals could die. (We need to) recycle.

Almost all Yr 6 and Yr 7 pupils believed that a good person is kind, helpful, caring, loyal and trustworthy, but Yr 7 pupils were less likely to think that a good person has to think well of themselves. Pupils did not think that having a religious faith was an important pre-requisite of a good person. Although the responses indicated a general surface awareness of environmental issues, the extent to which the pupils in all group interviews understood the issues or had considered the extent to which they had a personal or collective responsibility was not apparent. This might suggest that they have not yet been taught about the underlying issues or that they have not/not yet developed the idea of social responsibility.

Differences between year groups and what they thought of themselves

Over half of the pupils surveyed indicated that their behaviour was influenced by their moods (57%; see Table 8a).

Table 8a: I let my moods influence how I behave

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 32 | 34 | 50 | 22 | 10 | 148 |
| | % within yr gp | 22% | 23% | 34% | 15% | 7% | 100% |
| Y7 | N | 204 | 292 | 261 | 60 | 35 | 852 |
| | % within yr gp | 24% | 34% | 32% | 7% | 4% | 100% |
| Total | N | 236 | 326 | 311 | 82 | 45 | 1000 |
| | % within yr gp | 24% | 33% | 31% | 8% | 5% | 100% |

However, the older pupils appeared more likely to be influenced by their moods (58%) than their Yr 6 counterparts (45%). Pupils' discussions tended to highlight some differences between primary and secondary school in relation to the influence of moods on personal behaviour and the need or ability to exhibit self-control.

Although older pupils indicated that they were more likely to be influenced by their moods, pupils in the focus group interviews said that they felt that they had greater control over their moods now, than they had in Year 6, in part due to having a greater understanding of the consequences and caring more. In addition, pupils compared the personal consequences of controlling and not controlling their moods, which is reflected in the following comment:

Bad mood: get stressed. Don't want to bother to do it. Good mood: want to take part, think you want to go for it, do all work.

In the focus group interviews one pupil said that although they were able to control their moods more now because they were more mature, they were more likely to lose their temper in secondary school *'because there's more people around you'*.

80% of pupils in the Year 6 group interviews stated that their moods influenced the way they behaved towards others. The following statement reflects a typical response amongst the Year 6 group interviews:

When you get angry, your behaviour changes and you behave badly ... and you don't care. When you are happy, your behaviour is good.

Those who saw the need to exhibit some self-control within this area of their personal life viewed it within the context of keeping themselves out of *'serious trouble'*. A few believed in the need to exercise self-control because an individual's negative mood affect others. Other reasons cited for the need to control their moods include:

When we are angry we would break and destroy things.

[...] we could make other people feel the same way.

If your moods are bad your friends won't want to play with you or talk to you anymore

Some of the responses from Year 6 pupils reflected an understanding that people do need to control their moods but, sometimes, emotional weakness prevails. However, these younger pupils did not comment on the differences between moods and feelings. They were not able to differentiate between having moods and allowing their moods to control their behaviour. For example, a typical comment was:

[...] if we didn't have moods we wouldn't be human.

Younger pupils seemed less confident about themselves, with 34% of them saying that they felt badly about themselves compared to only 23% of older Yr 7 pupils (Table 8b). On the other hand, they were more likely to believe in the goodness of other people, while older pupils tended to be more sceptical (Table 8c). While they were less confident about themselves, younger pupils were more optimistic and cheerful. Only 29% of Yr 7 pupils said they were always cheerful and positive compared to 46% of Yr 6 pupils.

Table 8b: I think badly of myself

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 24 | 27 | 44 | 28 | 25 | 148 |
| | % within yr gp | 16% | 18% | 30% | 19% | 17% | 100% |
| Y7 | N | 88 | 114 | 274 | 223 | 153 | 852 |
| | % within yr gp | 10% | 13% | 32% | 26% | 18% | 100% |
| Total | N | 112 | 141 | 318 | 251 | 178 | 1000 |
| | % within yr gp | 11% | 14% | 32% | 25% | 18% | 100% |

Table 8c: I never think badly of other people

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 25 | 38 | 50 | 18 | 17 | 148 |
| | % within yr gp | 17% | 26% | 34% | 12% | 12% | 100% |
| Y7 | N | 95 | 178 | 301 | 179 | 99 | 852 |
| | % within yr gp | 11% | 22% | 35% | 21% | 12% | 100% |
| Total | N | 120 | 216 | 351 | 197 | 116 | 1000 |
| | % within yr gp | 12% | 22% | 35% | 20% | 12% | 100% |

In summary, Year 6 pupils were marginally less confident about themselves, but were more optimistic and cheerful and less likely to think badly of other people than Year 7 pupils. They were also less likely to be influenced by their moods. They were more likely to believe that a good person is cheerful and positive. They were also more likely than Year 7 pupils to agree that a good person has to have a religious faith, attends a place of worship and never thinks badly of him/herself. Year 7 pupils, on the other hand, were more likely than Year 6 pupils to agree that a good person is someone who is trustworthy and loyal, and they were more confident about themselves. Year 6 pupils were also more likely to believe that their teachers helped them to understand how to be a good person and how to act like one.

Differences between year groups and factors influencing their character development

The most influential factor affecting pupils' behaviour and their understanding of a good person is that of their parents/carers and guardians. About three-quarters of pupils indicated that this was the case (see Tables 5 & 6). However, there were differences in the responses of Yr 6 and Yr 7 pupils, with the younger pupils being more likely to indicate that their teachers helped them develop their character (Table 9). They were also more likely to agree that it was their teachers who helped them to learn how to be a good person (72% compared to 50% for Yr 7) and how to act like one (66% compared to 51% for Yr 7).

Table 9: My teacher helps me to develop my character

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 60 | 46 | 27 | 5 | 10 | 148 |
| | % within yr gp | 41% | 31% | 18% | 3% | 7% | 100% |
| Y7 | N | 153 | 245 | 252 | 109 | 93 | 852 |
| | % within yr gp | 18% | 29% | 30% | 13% | 11% | 100% |
| Total | N | 213 | 291 | 279 | 114 | 103 | 1000 |
| | % within yr gp | 21% | 29% | 28% | 11% | 10% | 100% |

In terms of how they believed their teacher had helped them to develop their character, the interview data suggests that pupils considered this in terms of what the teacher did to help them develop as individuals. Typical responses were *'the teacher helps us to learn things'*, *'he gets you ready for SATs'* and *'he encourages and helps everyone'*. Just one pupil stated that *'our teacher makes us feel happy and glad about who we are'*.

Pupils in the secondary school group interviews tended to compare the attributes of their Year 6 teachers with those in their secondary schools. Typical comments of how teachers had helped individuals included the following:

Teachers influence you and teach you what you need to know in life and boost your confidence.

They also help you understand who you are.

Secondary school pupils also compared various factors that they felt had contributed to their character development. They believed that having one teacher in Year 6 had helped them to build trust in that person. In secondary school they believed that even though they had more than one teacher, they could still trust the teachers and they were forced to *'think more'* about various matters. This highlights the importance of the support of the family and the change in relationship with their teachers.

Differences between religious groups

It was necessary to collapse the original nine-category variable to five categories (Church of England, Roman Catholic, other Christian, other religion and no known religion), due to the small numbers of pupils within some of the categories. Those with no religion and missing data were included in the last category.

Table 10a: A good person thinks before s/he acts

| Religion | | strongly agree | agree | neither agree/ disagree | disagree | strongly disagree | Total |
|-------------------|-------------|----------------|-------|----------------------------|----------|-------------------|-------|
| Church of England | N | 112 | 3 | 26 | 7 | 6 | 244 |
| | % within gp | 46% | 38% | 11% | 3% | 3% | 100% |
| Catholic | N | 91 | 49 | 13 | 1 | 2 | 156 |
| | % within gp | 58% | 31% | 8% | 1% | 1% | 100% |
| Other Christian | N | 28 | 29 | 6 | 1 | 2 | 66 |
| | % within gp | 42% | 44% | 9% | 2% | 3% | 100% |
| Other religion | N | 27 | 22 | 4 | 0 | 2 | 55 |
| | % within gp | 49% | 40% | 7% | 0% | 4% | 100% |
| No known religion | N | 214 | 169 | 54 | 30 | 12 | 479 |
| | % within gp | 45% | 35% | 11% | 6% | 3% | 100% |
| Total | N | 472 | 362 | 103 | 39 | 24 | 1000 |
| | % within gp | 47% | 36% | 10% | 4% | 2% | 100% |

Almost all the respondents (86%) agreed that a good person is kind, caring and loving, but 'Other Christians' were most likely to strongly agree with this (56%), while Catholics were the least likely to (46%). Interesting differences are found between religious groups. For example, Catholics were more likely than all the other groups to strongly agree that a good person thinks before he/she acts (Table 10a). They were also more likely than those with no religion to agree that a good person is cheerful and optimistic (67% for Catholics and 57% for those with no known religion). Nearly half of the Catholic pupils (47%) believed that a good person is someone with values while only 33% of 'Other Christians' think so. While Catholic pupils were the most likely to believe that they are someone with values (56%), those with no known religion (43%) and Church of England pupils (44%) were the least likely to think so.

Only 15% of pupils surveyed agreed that a good person has a religious faith. However, pupils of other religious faith (i.e. Hindus, Muslims and Jews) were more likely than all other groups to think that a good person is someone with a religious faith (see Table 10b). It is not surprising that those with no known religion were the least likely to think so.

Table 10b: A good person has religious faith

| Religion | | strongly agree | agree | neither agree/ disagree | disagree | strongly disagree | Total |
|-------------------|-------------|----------------|-------|----------------------------|----------|-------------------|-------|
| Church of England | N | 20 | 21 | 111 | 42 | 50 | 244 |
| | % within gp | 6% | 9% | 46% | 17% | 21% | 100% |
| Catholic | N | 13 | 17 | 75 | 30 | 21 | 156 |

| Religion | | strongly agree | agree | neither agree/ disagree | disagree | strongly disagree | Total |
|-------------------|-------------|----------------|-------|----------------------------|----------|-------------------|-------|
| | % within gp | 8% | 11% | 48% | 19% | 14% | 100% |
| Other Christian | N | 4 | 6 | 35 | 12 | 9 | 66 |
| | % within gp | 6% | 9% | 53% | 18% | 14% | 100% |
| Other religion | N | 5 | 9 | 21 | 4 | 16 | 55 |
| | % within gp | 9% | 16% | 38% | 7% | 29% | 100% |
| No known religion | N | 14 | 36 | 188 | 95 | 146 | 479 |
| | % within gp | 3% | 8% | 39% | 20% | 31% | 100% |
| Total | N | 56 | 89 | 4330 | 183 | 242 | 1000 |
| | % within gp | 6% | 9% | 43% | 18% | 24% | 100% |

Pupils were generally in accord that doing kind acts is important to good people (75%; see Table 10c). While pupils of other religious faith were most likely to strongly agree (51%) with this, it was the evangelical Christians (Other Christians) who were most likely to strongly indicate that doing good acts was an important thing to them personally (49%), compared to only 32% for the whole sample. Overall, pupils of other religious faith (84%) and Catholics (80%) were the most likely to agree with this statement, while those with no religion were the least likely to think so.

Table 10c: A good person knows that doing good act is important

| Religion | | strongly agree | agree | neither agree/ disagree | disagree | strongly disagree | Total |
|-------------------|-------------|----------------|-------|----------------------------|----------|-------------------|-------|
| Church of England | N | 68 | 115 | 47 | 6 | 8 | 244 |
| | % within gp | 28% | 47% | 19% | 3% | 3% | 100% |
| Catholic | N | 50 | 75 | 27 | 3 | 1 | 156 |
| | % within gp | 32% | 48% | 17% | 2% | 1% | 100% |
| Other Christian | N | 21 | 27 | 13 | 4 | 1 | 66 |
| | % within gp | 32% | 41% | 20% | 6% | 2% | 100% |
| Other religion | N | 29 | 17 | 9 | 1 | 0 | 55 |
| | % within gp | 51% | 31% | 16% | 2% | 0% | 100% |
| No known religion | N | 163 | 183 | 100 | 14 | 19 | 479 |
| | % within gp | 34% | 38% | 21% | 3% | 4% | 100% |
| Total | N | 330 | 417 | 196 | 28 | 29 | 1000 |
| | % within gp | 33% | 42% | 20% | 3% | 3% | 100% |

Being good in all situations was very important to Catholic children and those of other faiths. Those with no known religion were least likely to regard this as important (Table 10d).

Table 10d: I want to be good in all situations

| Religion | | strongly agree | agree | neither agree/ disagree | disagree | strongly disagree | Total |
|-------------------|-------------|----------------|-------|----------------------------|----------|-------------------|-------|
| Church of England | N | 68 | 89 | 65 | 9 | 13 | 244 |
| | % within gp | 28% | 37% | 27% | 4% | 5% | 100% |
| Catholic | N | 47 | 67 | 33 | 5 | 4 | 156 |
| | % within gp | 30% | 43% | 21% | 3% | 3% | 100% |
| Other Christian | N | 20 | 25 | 15 | 2 | 4 | 66 |
| | % within gp | 30% | 38% | 23% | 3% | 6% | 100% |
| Other religion | N | 26 | 23 | 10 | 5 | 1 | 55 |
| | % within gp | 47% | 24% | 18% | 9% | 2% | 100% |
| No known religion | N | 129 | 141 | 131 | 48 | 30 | 479 |
| | % within gp | 27% | 29% | 27% | 10% | 6% | 100% |
| Total | N | 290 | 335 | 254 | 69 | 52 | 1000 |
| | % within gp | 29% | 34% | 25% | 7% | 5% | 100% |

Catholic pupils stood out as the most tenacious group, with 72% saying that they do not give up when things are hard, while slightly over half (58%) of the total sample agreed with the statement. Pupils with other religious faith (43%) were most likely to strongly agree that they care for the environment, while those with no known religion (24%) and Church of England background (25%) were least likely to do so.

In the interviews, some of the pupils said the motivating factors helping them cope when things are hard were positive thoughts and not wanting to let others down. For example,

[...] you shouldn't give up and nothing is impossible, all you have to do is transform criticism into improvements. And what gives you determination is everyone trying to help you learn.

Activities help you to keep your mind busy. I do karate and play with my brother.

Older pupils tended to cite internal motivating factors, like having 'targets' or 'goals' and having the maturity to understand the importance of persevering when work is hard. They also commented on the need to persevere because they had a greater understanding of the need to achieve GCSEs, or to procure a 'good' job after school.

In summary, differences between Catholics and other religious groups are evident. Catholic pupils were more likely than all other groups to believe that a good person was mindful of the way they behave, was cheerful and optimistic and had values. To them it is important to be good in all situations. Catholics were also more likely to think of themselves as someone with values. Pupils from other religious faiths, on the other hand were more likely to believe that an important characteristic of a good person was doing good acts. However, it is the

evangelical Christians (other Christians) who were more likely to strongly agree that it was important for them to do good acts. Catholic pupils were also the most resilient in facing hardship.

Both interview data and questionnaire survey suggest that although pupils had a strong sense of values associated with a person of character and the corresponding actions or thoughts, their understanding of what it means to be a person of character was variable. Pupils appeared to have a sense that character is relational and can also be influenced by mood changes and context, in that how a person thought, felt and acted could be influenced by their own situation and by other people. The idea of a gap between the practice of values and those held as valuable was a common theme, where self-control of emotions was generally not seen as an issue. Across year groups, pupils acknowledged the strong influence of family/parents and friends. An emergent theme, which was confirmed by teachers, was the extent to which pupils knew and could deploy the language of values and virtue or character.

So the question to ask is: to what extent do pupils live up to their views of a good person? Which pupils were more likely to live up to their concept of a good person?

3.4 Do pupils live up to their own expectations of a good person and why?

To find out whether students' concept of a good person matches their view of themselves, responses to the first set of questions about their views of what makes a good person (Questions 1 to 22) were compared with the second set of questions on their views of themselves (Questions 23 to 42). A new residual variable with two categories of pupils was created based on this comparison:

- Category 1: pupils whose view of themselves either matches or does not fall particularly short of their views of what a good person is;
- Category 2: pupils whose view of themselves substantially falls short of their concept of a good person.

Logistic regression analysis with forward stepwise entry of predictor variables was used to predict which pupils were likely to be in Category 1 or Category 2 (the dependent variable). All background variables were used as predictors. These were:

- Sex;
- National Curriculum school year;
- the school they attend;
- their religion ;
- whether they like school or not;
- the people/things that help them to be a good person (supportive variables).

The predictors or determining variables were entered in batches and in chronological order, with their religious background and sex first, then the school pupils go to, whether they like

school or not and finally the kind of influence in their lives (for example, parents, teachers, school, friends and the Media).

In total, 55% of pupils fall under Category 1 and the remaining 45% fall under Category 2. In other words, pupils are almost evenly split in terms of whether or not they live up to their own concept of a 'good' person. This means that if we were to pick any pupil at random and predict whether they would live up to their expectations of a good person or not, we would have a 55% chance of being correct (Table 11). If we know the pupil's religious background, we can improve the accuracy of our prediction to 58% (an improvement of 3%). In this model, it appears that Hindus and other Christians were as likely as those from a Church of England background to be in Category 1 (i.e. more likely to live up to their own definition of a good person). Muslims and those with no known religion were less likely than those from a Church of England to be in Category 1 (Table 12a). Pupil background variables like sex and their national curriculum year, on the other hand, proved irrelevant to this outcome.

Table 11: Percentage of pupils correctly identified as Category 1 or not, by batch of variables

| Batch | Percentage predicted correctly | Percentage of remaining variation explained |
|---------------------------------------|--------------------------------|---|
| base figure | 55 | - |
| religious background | 58 | 7 |
| school | 61 | 4 |
| Supportive variables at home & school | 67 | 13 |
| Total | - | 24 |

* Note that although this is an interesting model, it does not explain all variations in the outcome. As the number of respondents in each category is highly disproportionate and because of the very small number in some cells, any discussion of differences has to be taken with caution. However, the findings suggest that it is something worth further exploration.

Table 12a: Coefficients for religious background and ability to live up to the idea of a good person in comparison to Church of England background

| | |
|-------------------|-----|
| Hindu | .94 |
| Other Christians | .92 |
| Jews | .78 |
| Catholics | .77 |
| Other religion | .60 |
| Muslims | .58 |
| No known religion | .32 |

There is a small improvement in correct predictions if we include the school that students go to. Pupils from School 8 (co-ed grammar school) and School 11 (co-ed comprehensive CoE foundation) were the most likely to live up to their expectations of a good person, while those from School 4 (large co-ed primary with high SEN) and School 10 (co-ed specialist sports college) being the least likely. The biggest difference was between pupils in School 4 and School 10 and those in School 8 (*effect size = 0.67 and 0.53 respectively).

However, in comparison, pupils in School 11 (a co-ed foundation secondary) and School 5 (a small, co-ed primary) were over twice as likely as those from School 1 (a small faith-based primary) to be in Category 1. Pupils in Schools 8 and 9 (selective schools) were less likely than those in School 1 to be in Category 1 (Table 12b). Whether pupils like their school or not had no relevance to this outcome. This suggests that it is not so much the religious background of the pupils, nor the kind of school they go to that is an important determinant. Rather it is the intake of school and, thus, the kind of peers pupils have that is a more important determinant when predicting whether pupils were more likely to be grouped in Category 1 or not.

Table 12b: Coefficients for the school pupils attend and their ability to live up to the idea of a good person using School 1 as a reference

| | |
|--|------|
| School 2 (small co-ed inner city primary) | 1.20 |
| School 3 (large co-ed foundation primary) | 1.14 |
| School 4 (large co-ed primary with high SEN & physical disabilities) | 1.63 |
| School 5 (small co-ed primary with high SEN) | 2.14 |
| School 6 (co-ed foundation secondary) | 1.84 |
| School 7 (co-ed VA secondary) | 1.42 |
| School 8 (co-ed secondary) | .90 |
| School 9 (boys secondary) | .86 |
| School 10 (co-ed specialist sports college) | .89 |
| School 11 (co-ed comprehensive CoE foundation) | 2.37 |

Evidence from group interviews suggests that the influence of school on pupil character development varies according to the school. In one secondary school, all the pupils in a Year 8 focus group agreed that both their primary and secondary schools had helped to build their character, but they felt their secondary school had done more within this field, due to the greater number of people with whom they interacted in secondary school. In another school, pupils felt there were more opportunities for their secondary school to help build their character because of *'teachers who are friendly'*, *'anti-bullying club'*, *'form time'*, *'different clubs after school'* and *'having more friends'*.

Year 6 pupils in the interviews tended to highlight the influence of family and home on character. Within the context of the school, they highlighted the important influence of those *'around them'* or *'having nice friends'* who *'cheer you up'*. One Year 6 pupil made an insightful comment that *'the people who are in your class build your character.... at home your character could be completely different from than at school'*.

The questionnaire data suggests that over and above religion and school the most influential factor on pupils' character development is that of the significant people in the pupils' lives. The key to explaining whether pupils are more likely to live up to their concept of a good person is the influence of family members, friends, school and teachers and the Media (Table 12c). Almost all the pupils surveyed indicated that their mother was the most influential person in helping them to understand how to be (88%) and how to behave like a

good person (85%). However, the factors that determine which pupils were more likely to be in Category 1 or Category 2 are:

- teachers;
- school;
- being friends with good people;
- father/male carer/guardian;
- friends;
- people on TV.

This supports government policy over the last decade, which has focussed strongly on the development of partnership working between pupils, parents and schools.

Evidence from Year 6 group interviews highlighted the perceived influence of parents on character, where pupils cited the amount of time they spent with them as being a strong contributory factor. This is reflected in the following comments:

my parents build my character because I see my parents more than my gran.

[...] the people who influence me the most are my parents because I see them every day and I spend a lot of time with them.

This perhaps explains why mothers had a strong influence on pupil character development, the reason being that mothers spent more time with the pupils in their developmental stage than other members of the family. Pupils in one secondary school explained that their mothers had a greater influence on them because '*she builds your confidence*', '*she helps with homework*' and she shows '*a lot of interest*'.

One Year 6 focus group of five pupils thought their mother had an 80% influence on their character, while their father contributed 77% and grandparents 50%. These views were also echoed by pupils in the secondary school group interviews, where the majority of pupils acknowledged the influence of either their mother or father, or both on their character development. Within this school only one pupil acknowledged the influence of grandparents on character development.

Evidence from the focus group interviews suggests that friendship exerts an influence on pupil behaviour. For example:

My friends are kind and they set a good example to me. But if they were bad I would be bad (Year 6).

I think my friends influence me more now than in Year 6 because they have become more mature and more supportive of me.... Now I have more friends. We also respect one another (Year 8).

Table 12c: Coefficients for influence of family, school, friends and teachers on probability of pupil being in Category 1

| | |
|---|------|
| My teacher helps me to develop my character | .88 |
| My school helps me to build my character | 1.16 |
| I am only friends with people who are good | 1.26 |
| My friends help me to know how to be a good person | 1.17 |
| I know how to be good myself | 1.19 |
| My father/male carer helps me to act like a good person | 1.24 |
| People on TV help me to act like a good person | .85 |
| A person cannot know if s/he is good. It depends if other people think s/he is a good person. | .87 |

* Note: all coefficients are in relation to the strongly disagree category

If we take into account religion and school, then differences between pupils can be explained by the supportive variables. Pupils whose parents, in particular their mother, had the strongest impact on their behaviour were most likely to behave like their concept of what a good person was supposed to. Those who said that their teachers helped them develop their character were less likely to be in Category 1 (pupils whose concept of a good person matches their own ideal of a good person). The table shows that pupils who believed that TV personalities helped them to be a good person were also less likely to be in Category 1.

In summary, pupils who had indicated teachers as their role models were less likely than those who had indicated friends as good role models, to live up to their own image of a good person. It is neither the school nor religion which made a difference to whether 10 and 12 year olds were likely to behave like their ideal of a good person. Friends, parents (particularly mothers) and teachers all had an important influence on pupils' moral development.

4. Phase Two

4.1 Introduction

Research has highlighted the difficulties for pupils in moving from primary to secondary school and the impact this had on their well being and achievement (see for example, Graham and Hill, 2003, Tobbell, 2003, Thompson, 2004, Weller, 2007 and Evangelou et al 2008). The aim of Questionnaire Two was to find out if pupils at schools in Canterbury, particularly during the transitional phase of education, were happy and had hopes and aspirations for the future. The well-being and happiness of pupils has been the focus of educational discussion in recent years and not only as part of the *Every Child Matters* agenda (see for example, UNICEF, 2007 and Layard and Dunn, 2009). It is against this background that the study also aimed to collect data about students' values, their hopes and level of happiness, as well as their experience about the transition from primary to secondary school.

Ideally, we wanted to track pupils as they moved from primary to secondary school to see if there were any changes in character development during the period of transition. However, due to administrative and logistic difficulties, only 91 of the 1000 pupils involved in the first survey took part in the second survey. Due to the difficulty in tracking pupils as they moved schools, this study was only able to provide a snapshot of primary and secondary school pupils' experiences rather than a longitudinal perspective.

In order to explore the answers in the Questionnaire survey in greater depths, group interviews were also conducted. Where applicable, responses from these interviews were used to substantiate and expand on those from the Questionnaire survey. The aim was to obtain a broad range of responses, from the beginning of Year 6 through to the beginning of Year 8. To do this, participating schools were identified and asked to select pupils who would be willing to discuss various issues as part of a group. Group interviews were carried out over four successive sessions in each of the three schools during the autumn term of 2008 and lasted between 40-50 minutes in two of the participating secondary schools and one of the participating primary schools. Group interviews were composed of three groups; one group of 10 pupils in the primary school and two groups of 9 pupils in the secondary schools. The researcher facilitated group interviews. Pupils were given a copy of the schedule and asked to write down their responses as they discussed the issues. They were also told that they would have time at the end to read through the schedule and record any further thoughts relating to the issues they had discussed (see Appendix 5). In all the group discussions students were assured that their participation was voluntary and that they could 'opt out' during any stage of the process, but none did. All agreed to the use of their verbal and written contributions as part of the research evidence. The interviews were digitally recorded and later transcribed.

4.2 Questionnaire Two Survey

Data from Phase One and the second group interviews informed the construction of the second Questionnaire which comprised 92 items (Appendix 4). Much of the wording used in

the questions was directly derived from students' statements, employing language they had used in the discussions.

The purpose of Questionnaire Two was to compare and confirm findings in Phase One, as well as to extend those findings. In addition, Questionnaire Two provides quantitative data for the statistical analysis that reveals underlying themes and relationships. This data can also be compared to additional collected data on student achievement, study intentions, progression and other key demographic variables.

The process for administering the questionnaire was identical to that used in Phase One. There were a total of 92 items, nine of which were background questions and were answered on a categorical scale. The other 83 items were on a Likert Scale and aimed to find out about students' views on values, education, religion and family, citizenship and their experiences before and after transition. A total of 997 pupils were involved in the survey (109 from Year 6 and 888 from Year 7).

4.3 Sample characteristics

The gender balance is fairly even with 58% male and 42% female (Table 13). This ratio was similar across Years 6 and 7, with 55% male and 45% female in Year 6 and 58% male and 42% female in Year 7.

Table 13: Sample by year group and sex

| Year Group | Male | Female | Total |
|------------|------|--------|-------|
| Year 6 | 55% | 45% | 109 |
| Year 7 | 58% | 42% | 872 |
| Total | 568 | 413 | 981 |

Table 14: Sample by year group and religion

| Year Group | Church of England | Catholic | Other Christian | Other | No known religion | Total |
|------------|-------------------|----------|-----------------|-------|-------------------|-------|
| Year 6 | 13% | 14% | 4% | 28% | 41% | 109 |
| Year 7 | 29% | 16% | 8% | 9% | 38% | 888 |
| Total | 274 | 155 | 76 | 111 | 381 | 997 |

Of the total sample 52% of pupils said they were Christian, 11% were from other religious background and 38% had no known religion (Table 14). Over half (53%) of Yr 7 students professed a Christian faith compared to only 31% in Year 6. Over a quarter of Yr 6 pupils were from other religious backgrounds (28%), compared to only 9% of Yr 7 pupils.

Table 15: Sample by year group and ethnicity

| Year Group | White | Mixed | Others & unknown | Total |
|------------|-------|-------|------------------|-------|
| Year 6 | 75% | 5% | 20% | 109 |
| Year 7 | 88% | 4% | 9% | 888 |
| Total | 862 | 37 | 98 | 997 |

In terms of nationality, almost three-quarters of the sample (73%) saw themselves as English, nearly half (48%) said they were British, and a third (30%) said they were both British and English (Table 16). Only 18% saw themselves as European and even fewer (7%) said they were of another nationality. The majority of the sample (87%) were white, 14% were non-white.

Table 16: Sample by year group and nationality

| Year Group (Yr gp) | | English | British | Both (British and English) | European | Other |
|--------------------|----------------|---------|---------|----------------------------|----------|-------|
| Year 6 | N | 73 | 40 | 22 | 12 | 14 |
| | % within yr gp | 67% | 37% | 20% | 11% | 13% |
| Year 7 | N | 653 | 438 | 278 | 164 | 52 |
| | % within yr gp | 74% | 49% | 31% | 19% | 6% |
| Total | N | 726 | 478 | 300 | 176 | 66 |
| | % within yr gp | 73% | 48% | 30% | 18% | 7% |

Table 17 shows that pupils reports that about one third of their parents (30%) had attended university, about a quarter went to college (24%) and 20% went straight to work. Yr 7 pupils were more likely than Yr 6 pupils to have parents who had been to University. This is not to say that Yr 7 pupils had more educated parents than Yr 6 pupils. One possible explanation for this is that a high proportion of Yr 6 pupils (almost 40%) did not know their parents' educational background.

Table 17: Sample by year group and parental education

| Year Group | University | College | Straight into work | Not known | Total |
|------------|------------|---------|--------------------|-----------|-------|
| Year 6 | 19% | 17% | 26% | 39% | 109 |
| Year 7 | 31% | 25% | 20% | 25% | 888 |
| Total | 298 | 237 | 201 | 261 | 997 |

Pupils in the survey showed high educational aspirations, with about three-quarters of them indicating that they wished to go to University. Appendix 7 summarises the results of pupils' educational aspirations. There is little gender difference in terms of academic aspirations, 76% of boys and 80% of girls aspired to go to university. There is also little difference between ethnic groups, although mixed ethnicity children were more likely than all other groups to aspire to achieve a university education (84% for mixed, 78% for White and 74% for others). This is in part due to the proportionately small number of children of mixed

ethnicity in the study. Those with five or more siblings were also less likely to want to go to university (only 54% compared to 82% for those with one to two siblings).

Table 18: Pupils aspiring to go to university

| Year Group | Yes | Not yes | Total |
|------------|-----|---------|-------|
| Year 6 | 74% | 26% | 109 |
| Year 7 | 78% | 22% | 888 |
| Total | 774 | 223 | 997 |

The most important factor determining whether pupils were likely to aspire to study for a degree or not, was the school that pupils went to. Almost all the pupils surveyed in the two selective schools indicated that they would like to go to the university (90% for School 8 and 92% for School 9). Besides the two grammar schools, the other secondary school where pupils displayed a high aspiration was a co-ed, Church of England (CoE) comprehensive foundation school (84% indicating a desire to go to university). Of all the primary schools, School 1 (a small faith-based school) had the highest proportion of pupils aspiring for a degree (80%). School 5 (a small co-ed primary with high numbers of pupils with special education needs (SEN)), on the other hand had the lowest aspiration.

Table 19: Number of siblings

| Year Group | 1-2 siblings | 3-4 siblings | 5 or more siblings | No siblings or unknown | Total |
|------------|--------------|--------------|--------------------|------------------------|-------|
| Year 6 | 58% | 24% | 8% | 10% | 109 |
| Year 7 | 64% | 20% | 7% | 10% | 888 |
| Total | 64% | 20% | 7% | 10% | 997 |

In summary, a large majority of the pupils expressed high academic aspirations. There was little difference between boys and girls and between ethnic groups in terms of academic aspirations. The school that a pupil goes to appears to play a role in determining a pupil's academic aspiration, and the desire to study for a university degree. Pupils from grammar schools and the CoE foundation school showed the greatest aspiration. This is probably more to do with the intake rather than the type of school itself.

4.4 Discussion of survey results

This section discusses the survey results according to the themes laid out in the questionnaire. The first part examines aspects of trust and pupils' character and value development. The second part looks at pupils' views on religion and family. This is followed by a discussion of factors related to school and education, citizenship and community. The

last section explores pupils' experiences prior to and after transition. Data from the group interviews was used where appropriate to substantiate the survey findings.

4.4.1 Values, trust and character development

Table 20 summarises pupils' views on common values. Of the six values (tolerance, justice, loyalty, trust, honesty and courtesy) presented to students, *trust* was the one value that pupils were most likely to rate as important to them (68% of primary pupils strongly agreed that it was important; 70% for secondary pupils). This was followed by *honesty*, then *loyalty* and *justice*. *Courtesy* and *tolerance* were not deemed as important. However, *good manners* appeared to be more important to pupils (78% of them agreed that it was important) than *courtesy* (only 65% agreed). The following table summarises pupils' views on these values.

Table 20: Pupils' views of values

| Values | strongly agree | | agree | | neither agree/ disagree | | disagree | | strongly disagree | |
|--------------|----------------|------------|-----------|------------|----------------------------|------------|----------|----------|-------------------|----------|
| | Yr6 | Yr7 | Yr6 | Yr7 | Yr6 | Yr7 | Yr6 | Yr7 | Yr6 | Yr7 |
| Trust | 74 68% | 617 70% | 19 17% | 165 19% | 12 11% | 79 9% | 1 1% | 11 1% | 3 3% | 16 2% |
| Honesty | 67 62% | 539 61% | 19 17% | 209 24% | 14 13% | 99 11% | 5 5% | 14 2% | 4 4% | 27 3% |
| Loyalty | 63 58% | 471 53% | 21 19% | 231 26% | 22 20% | 142 16% | 0 0% | 20 2% | 3 3% | 24 3% |
| Justice | 55 51% | 363 41% | 19 17% | 279 31% | 30 28% | 186 21% | 4 4% | 26 3% | 1 1% | 34 4% |
| Good manners | 63 58% | 366 41% | 31 28% | 314 35% | 10 9% | 142 16% | 3 3% | 32 4% | 2 2% | 34 4% |
| Courtesy | 53 49% | 307 35% | 20 18% | 270 30% | 26 24% | 245 28% | 5 5% | 21 2% | 5 5% | 45 5% |
| Tolerance | 42 39% | 260 29% | 21 19% | 279 31% | 28 26% | 259 29% | 7 6% | 33 4% | 11 10% | 57 6% |

N (Yr 6) = 109; N (Yr 7) = 888

In the group interviews pupils considered different aspects of 'trust', varying from the extent to which they thought themselves to be trustworthy through to the extent to which they trusted others. Year 6 pupils tended to focus on the extent to which they were trustworthy and the importance attached to trust in friendship. For example, one pupil said:

It is important that people trust you and they will like you more. If you don't trust other people you won't like them as much. People trust people they like. If you break the trust they won't like you.

Trust, in relation to friendship was also a theme in the responses given by pupils in the secondary school group interviews. This again reflected the affective dimension of friendship and the stability afforded by such friendships, reflected in the following comment made by one Year 8 pupil:

I think that if you can trust others then that might give you more confidenceI think I can trust people more now than I could in primary school. I think this is because I have more friends in secondary school.

This belief is also borne out in the survey (Table 21) that shows that a majority of the pupils valued friends a great deal (92% agreed). Nearly three-quarters (74%) of Yr 6 pupils and 68% of Yr 7 pupils strongly agreed that they value friendship. For most of the pupils in the survey, friendship was particularly important to them.

Table 21: I value my friends very much

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 81 | 22 | 4 | 5 | 0 | 109 |
| | % within yr gp | 74% | 20% | 4% | 2% | 0% | 100 |
| Y7 | N | 603 | 204 | 55 | 10 | 16 | 888 |
| | % within yr gp | 68% | 23% | 6% | 1% | 2% | 100 |
| Total | N | 684 | 226 | 59 | 12 | 16 | 997 |
| | % within yr gp | 69% | 23% | 6% | 1% | 2% | 100% |

Some Year 8 pupils suggested that they ‘*trusted more*’ in Year 6 because there were ‘*fewer people*’ and ‘*only one teacher*’. On the other hand, some pupils noted that the ‘*adult*’ nature of secondary school helped them to trust others and in being more trustworthy.

In terms of who they were most likely to trust, both primary and secondary school pupils rated their parents/carers highly, stating that they had a lot of trust in them and that had not changed since primary school. Friends came second to parents/carers.

Pupils were less likely to trust their teachers. Teachers were perceived as less trustworthy in secondary school than they were in primary school. The Questionnaire survey showed that over half (56%) of primary pupils and less than a quarter of secondary pupils (24%) strongly agreed with the statement: ‘I trust my teacher’ (see Table 22). When asked to indicate their level of trust in teachers on a scale of 1-9 (1=trust a lot and 9=no trust), primary pupils in the focus groups rated their teachers a 3 while Year 8 pupils gave a 4. One reason for this, as suggested by some pupils in the interviews, may be that pupils found it easier to trust the one teacher they had in Year 6 in comparison to multiple teachers in secondary school.

Table 22 - Differences between year groups and people they trust (%)

| | Strongly agree | | Agree | | Neither agree/disagree | | Disagree | | Strongly disagree | |
|------------------------|----------------|----|-------|----|------------------------|----|----------|----|-------------------|----|
| | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 |
| • I trust my teacher | 56 | 24 | 27 | 41 | 14 | 24 | 3 | 6 | 1 | 5 |
| • I trust the police | 51 | 53 | 19 | 25 | 12 | 13 | 10 | 4 | 7 | 5 |
| • I trust my neighbour | 14 | 26 | 22 | 29 | 28 | 27 | 15 | 10 | 22 | 8 |

N (Yr 6) = 109; N (Yr 7) = 888

Questionnaire responses also suggest that both primary and secondary school pupils were more likely to trust the police than their teachers (Tables 22). They were least likely to trust their neighbour. In the focus group interviews, both primary and secondary pupils rated their trust in the police as 3. Senior pupils were more likely than primary school pupils to trust their neighbours and the police.

Older pupils were more optimistic about the future than their primary school counterparts (Table 23). Only 21% of Yr 7 pupils, compared to 30% of Yr 6 pupils, said that there was not really much to look forward to.

Table 23: There's not really that much to look forward to

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 23 | 10 | 17 | 23 | 36 | 109 |
| | % within yr gp | 21% | 9% | 16% | 21% | 33% | 100% |
| Y7 | N | 71 | 114 | 210 | 240 | 253 | 888 |
| | % within yr gp | 8% | 13% | 24% | 27% | 29% | 100% |
| Total | N | 94 | 124 | 227 | 263 | 289 | 997 |
| | % within yr gp | 9% | 12% | 23% | 26% | 29% | 100% |

It is not clear what the pupils surveyed understood by 'character development'. Sixty-four percent of those surveyed thought 'to have character' is to have a set of qualities that make one a rounded person. Thirty percent were not sure (Table 24). There was little difference between Yr 6 and Yr 7 responses.

Table 24: To have character is to have a set of qualities that make you into a rounded person

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 36 | 38 | 29 | 4 | 2 | 109 |
| | % within yr gp | 33% | 35% | 27% | 4% | 2% | 100% |
| Y7 | N | 228 | 332 | 273 | 31 | 24 | 888 |
| | % within yr gp | 26% | 37% | 31% | 4% | 3% | 100% |
| Total | N | 264 | 370 | 302 | 35 | 26 | 997 |
| | % within yr gp | 27% | 37% | 30% | 4% | 3% | 100% |

However, what is clear is that the majority of the pupils believed that their parents/carers were an important influence on their character formation. Parents/carers were not only seen as the most trustworthy, but also the most influential in terms of character development. 85% agreed that their parents taught them to be a good person. However, Yr 6 pupils were more likely (71%) than Yr 7 pupils (52%) to strongly agree with this (see Table 25).

Table 25: My parents/carers taught me how to have a good character

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 77 | 22 | 7 | 2 | 1 | 109 |
| | % within yr gp | 71% | 20% | 6% | 2% | 1% | 100% |
| Y7 | N | 465 | 286 | 98 | 22 | 17 | 888 |
| | % within yr gp | 52% | 32% | 11% | 3% | 2% | 100% |
| Total | N | 542 | 308 | 105 | 24 | 18 | 997 |
| | % within yr gp | 54% | 31% | 11% | 2% | 2% | 100% |

Teachers, on the other hand, did not seem as influential as parents/carers in helping pupils to develop their character. Only 19% of the total sample strongly agreed that their teachers helped them to develop good character. However, Yr 6 pupils again were more likely (75%) than Yr 7 pupils (54%) to see the role of teachers in character development (see Table 26).

Table 26: My teachers taught me how to have a good character

| Year group | | strongly agree | agree | neither agree/ disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|----------------------------|----------|-------------------|-------|
| Y6 | N | 53 | 28 | 19 | 4 | 5 | 109 |
| | % within yr gp | 49% | 26% | 17% | 4% | 5% | 100% |
| Y7 | N | 131 | 346 | 275 | 87 | 49 | 888 |
| | % within yr gp | 15% | 39% | 31% | 10% | 6% | 100% |
| Total | N | 184 | 374 | 294 | 91 | 54 | 997 |
| | % within yr gp | 19% | 38% | 30% | 9% | 5% | 100% |

One possible reason for this response may be that in the primary school, pupils interacted mainly with one or two teachers whereas in the secondary school pupils had more contact with a wider range of teachers. For example, one Yr 7 pupil said:

You don't really talk to teachers here. It's not so easy.

In summary, trust and honesty were the two most important values to the pupils. Over 60% of the pupils surveyed strongly agreed they were important. Courtesy and tolerance were the least important of the values. Primary pupils were more likely than secondary pupils to trust their teachers (56% of primary pupils strongly agreed that they trusted their teacher compared to only 24% for secondary pupils). On the other hand, secondary pupils were more likely than primary pupils to trust the police (78% of Yr7 pupils agreed compared to 70% of Yr 6 pupils) and their neighbours (55% for secondary pupils compared to 36% for primary pupils). Secondary pupils were also more optimistic about their future than primary school pupils. Pupils were likely to trust their parents most and were also seen as most influential in terms of pupils' character development. Over 80% of the pupils indicated that their parents helped them to develop a good character, with primary school pupils being more likely than secondary school pupils to strongly agree. Teachers were seen as having less influence than others, but primary school pupils were considerably more likely than secondary school pupils to feel influenced by their teachers (75% v. 54%). This could be that in the primary school, pupils had only one main teacher, whereas in the secondary school there were more teachers involved in their school life, hence it was more difficult to answer a general question about their teachers. Friendship was particularly valued by pupils.

4.4.2 Influence of religion on character development

Less than half the sample (47%) surveyed thought religion was an important influence on character development (Table 27), with secondary pupils more likely than primary pupils to think so (46% v. 22%). A third (30%) could not decide either way. However, Table 28 shows that primary pupils were more likely to see the importance of religion in their lives than secondary pupils (46% for primary compared to 29% for secondary pupils).

Table 27: Religion is important

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 44 | 13 | 22 | 15 | 15 | 109 |
| | % within yr gp | 10% | 12% | 20% | 14% | 14% | 100% |
| Y7 | N | 182 | 222 | 276 | 107 | 101 | 888 |
| | % within yr gp | 21% | 25% | 31% | 12% | 11% | 100% |
| Total | N | 226 | 235 | 298 | 122 | 116 | 997 |
| | % within yr gp | 23% | 24% | 30% | 12% | 12% | 100% |

Table 28: Religion is very important in my life

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 31 | 20 | 21 | 10 | 27 | 109 |
| | % within yr gp | 28% | 18% | 19% | 9% | 25% | 100% |
| Y7 | N | 109 | 150 | 228 | 170 | 231 | 888 |
| | % within yr gp | 12% | 17% | 26% | 19% | 26% | 100% |
| Total | N | 140 | 170 | 249 | 180 | 258 | 997 |
| | % within yr gp | 14% | 17% | 25% | 18% | 26% | 100% |

Primary school pupils had more confidence than secondary pupils in the moral influence of religion (Tables 29 & 30). Thirty percent of Yr 6 pupils, compared to only 19% of Yr 7 pupils, strongly agreed that religion can help make people better moral beings. Similarly, 38% of Yr 6 pupils, compared to 15% of Yr 7 pupils, believed that religion helped to make them a better person.

Table 29: Religion helps people be better people

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 33 | 24 | 33 | 7 | 12 | 109 |
| | % within yr gp | 30% | 22% | 30% | 6% | 11% | 100% |
| Y7 | N | 169 | 243 | 287 | 106 | 83 | 888 |
| | % within yr gp | 19% | 27% | 32% | 12% | 9% | 100% |
| Total | N | 202 | 267 | 320 | 113 | 95 | 997 |
| | % within yr gp | 20% | 27% | 32% | 11% | 10% | 100% |

Table 30: Religion helps me to be a better person

| Year group | | strongly agree | agree | neither agree/disagree | disagree | strongly disagree | Total |
|------------|----------------|----------------|-------|------------------------|----------|-------------------|-------|
| Y6 | N | 30 | 21 | 23 | 9 | 26 | 109 |
| | % within yr gp | 28% | 19% | 21% | 8% | 24% | 100% |
| Y7 | N | 135 | 215 | 248 | 123 | 167 | 888 |
| | % within yr gp | 15% | 24% | 28% | 14% | 19% | 100% |
| Total | N | 165 | 236 | 271 | 132 | 193 | 997 |
| | % within yr gp | 17% | 24% | 27% | 13% | 19% | 100% |

In summary, although secondary pupils were more likely than primary pupils to see the importance of religion in general, they were less likely to think that religion was important to them personally. However, Yr 6 pupils were more likely than Yr 7 pupils to believe in the power of religion in making themselves, and the public, better people.

4.4.3 Influence of school on pupils' moral development

Table 31: Pupils' views on school and education (%)

| | Strongly agree | | Agree | | Neither agree/disagree | | Disagree | | Strongly agree | |
|--|----------------|----|-------|----|------------------------|----|----------|----|----------------|----|
| | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 |
| • School could do more to build my character | 34 | 22 | 37 | 37 | 26 | 29 | 2 | 8 | 2 | 4 |
| • Teachers ask me my opinion in school | 44 | 19 | 29 | 31 | 13 | 29 | 6 | 13 | 7 | 8 |
| • Teachers listen carefully to my explanation of why I disagree with them | 28 | 20 | 27 | 26 | 20 | 29 | 10 | 13 | 16 | 12 |
| • Teachers explain the reasons for a rule or punishment | 45 | 27 | 33 | 37 | 11 | 24 | 3 | 6 | 8 | 7 |
| • Teachers teach me how to make decisions about moral issues or problems in life | 32 | 18 | 38 | 33 | 19 | 32 | 4 | 12 | 7 | 5 |

N (Yr 6) = 109; N (Yr 7) = 888

Almost all the pupils surveyed thought education was very important for their future, but Yr 6 pupils were more likely to strongly agree with the statement (79%) than Yr 7 pupils (68%). Primary school pupils appear to have more positive views about school and their teachers than their secondary school counterparts. They were more likely to believe in the ability of the school to build their character and were also more likely to see their teachers as supportive and attentive to their needs (see Table 31).

Seventy-one percent of Yr 6 pupils indicated that school could do more to help build their character, compared to only 59% of Yr 7 pupils. Younger pupils were more likely than senior pupils to see their teachers as someone who had an influence on their moral development. About a third of the sample (37%) were undecided. While almost three-quarters (73%) of Yr 6 pupils said their teachers sought their opinions, only half (50%) of Yr 7 pupils agreed that this was the case in their school. Similarly, Yr 6 pupils were more likely to agree that their teachers listen to their explanation when they disagree with them (54%) compared to Yr 7 pupils (46%). They were also more likely to agree that their teachers would explain the reasons for a rule or punishment. Forty-five percent of them strongly agreed that this was the case in their school, compared to only 27% for Yr 7 pupils. The influence of teachers on pupils' moral development can be summarised in the following comments by teachers in two of the primary schools:

I think the best way I teach pupils in my class is by modelling myself. If I have been a bit snappy the pupils' behaviour changes immediately, especially those who have poor social skills. I will over model kindness and it has an enormous effect on the pupils, because I am their teacher and they almost subconsciously imitate and take their role from me. And if I am very kind, polite and very considerate ... it has an enormous effect on how the pupils react to that.

I have quite a good relationship with the majority of the pupils. [...] they know their boundaries. I think they need to know that and they know the right and wrong, to a degree in its starkest form... But they also know they are valued as well because I do make a lot of it. If they've done something right or well, then there's a lot of praise in there too, and I suppose we have a lot of fun in doing that too.

In most of the primary schools, the emphasis was on developing a close teacher and pupil relationship. For example, in one school the Ofsted report (2008, p.4) highlighted the 'effective pastoral care and support and positive school atmosphere' and the 'good relationships' teachers had with their pupils across the school. In another primary school, the headteacher and teaching staff were easily available for parents to contact, in support of the school's policy of 'close contact and cooperation'.

Overall, pupils surveyed showed a reasonable level of moral awareness. However, primary school pupils appear to manifest a stronger sense of moral justice than secondary school pupils (see Table 32).

Table 32: Pupils' views on moral issues in school (%)

| | Strongly agree | | Agree | | Neither agree/disagree | | Disagree | | Strongly agree | |
|--|----------------|----|-------|----|------------------------|----|----------|----|----------------|----|
| | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 |
| • I speak up when I see someone being bullied | 42 | 28 | 22 | 37 | 22 | 23 | 9 | 7 | 5 | 5 |
| • I cheat sometimes on a test or in homework | 11 | 5 | 7 | 11 | 10 | 20 | 3 | 27 | 59 | 37 |
| • I admit when I make a mistake | 38 | 23 | 36 | 43 | 17 | 22 | 2 | 8 | 7 | 5 |
| • Pupils here are willing to share with others, even if they are not friends | 26 | 14 | 32 | 23 | 24 | 33 | 8 | 17 | 10 | 12 |
| • Pupils here resolve conflict without fighting or threats | 17 | 9 | 14 | 19 | 40 | 36 | 11 | 19 | 18 | 18 |
| • Pupils here do not care if their friends cheat | 26 | 6 | 21 | 21 | 17 | 37 | 11 | 15 | 26 | 11 |
| • Pupils should not spread rumours or gossip | 62 | 43 | 16 | 22 | 9 | 19 | 3 | 7 | 11 | 9 |

Sixty-five percent of pupils surveyed said they would speak up if they saw someone being bullied, but primary school pupils were more likely to strongly agree (42% of Yr 6 pupils strongly agreed compared to 28% for Yr 7 pupils) that this was what they would do. Yr 6 pupils were also more likely than Yr 7 pupils to agree that they did not cheat in a test or homework (72% for Yr 6 compared to 64% for Yr 7 pupils). Younger pupils were also more likely to admit their mistakes (74% for Yr 6 v. 66% for Yr 7). A relatively high proportion of them strongly believed that pupils should not spread rumours or gossip (62% of Yr 6 pupils strongly agreed compared to 43% for Yr 7 pupils).

This is consistent with some literature which suggests that children go through linear stages of moral development. Younger respondents appear to have clear cut ideas of what is right and wrong, while older pupils often looked at moral issues as degrees of 'wrongness' or 'rightness'. This is probably because in primary school, the teaching of values and character development was more explicit. For example, in School 1 there was a strong emphasis on *'effective pastoral care and support and positive school atmosphere'* which led to *'good personal development and well-being for pupils'*, which was borne out in their 2008 Ofsted inspection report. School 2 strongly focused on pupils' personal and social development,

which is reflected in the twelve *Golden Rules* (Appendix 8). In Schools 4 & 5 pupils were taught values partly through the PHSE programme (The Social and Emotional Aspects of Learning (SEAL) programme), the Golden Curriculum and also through the school's *Golden Rules*, which are founded on respect of self, neighbour and property. In School 5 pupils were also taught good qualities and conduct through the use of 'circle time' methodology in class, the school council, a pupil 'buddying' system and peer grouping, where older pupils interact with, and help, their younger peers. Assemblies were often based on a story with a moral meaning, which was clarified for the pupils.

In the secondary schools, on the other hand, the teaching of moral values is not explicit. The focus instead is on personal responsibility, self-esteem, positive attitude and learning. This is summarised in the ethos of School 7. As stated in its school prospectus, the aim of the school is to develop *'happy, confident and hardworking pupils who display a responsible attitude to their development, have high aspirations and growing independence and possess good self esteem'*. In all the secondary schools surveyed there is a notable emphasis on academic achievement. For example, in one school there is a Learning Mentor System where pupils can *'discuss their work, achievements and set future targets with a designated member of staff'*. This system aims to balance personal and social development of pupils with their academic achievement.

Yr 6 pupils were more positive than Yr 7 respondents about their fellow pupils. A higher proportion of them believed that pupils in their school were willing to share with people who were not their friends (58% for Yr 6 v. 37% for Yr 7). They were more likely to believe that pupils in their school resolve conflict by peaceful means. Thirty-seven percent of first year secondary school pupils believed that pupils in their school resolved conflict with violence compared to only 29% in the primary school. One secondary school pupil remarked:

There are kids who you have to look out for. Quite a few kids actually.

However, Yr 6 pupils cared less (47% agreed that pupils don't care) about their friends cheating than Yr 7 pupils (only 37% said they did not care if their friends cheated), suggesting that there is moral growth in children when faced with acts of dishonesty.

In summary, primary school pupils were more positive about school and their teachers than those in the first year of secondary school. They were more likely to see the school as an institution that helped to build their character. They had more favourable views of their teachers as someone who would listen to them, seek their opinion and reason with them when they make mistakes. They were also more likely to manifest a higher level of moral justice than the older pupils, with a higher proportion of them saying that they would speak up when they witness bullying. They were more likely to admit their mistakes and were less likely to cheat on a test/homework. Compared to Yr 7 pupils, those in Yr 6 were more likely to have favourable views of their fellow pupils too. Secondary school pupils were more likely to witness violence in school with a third of them saying that conflicts were often resolved with violence.

Generally, pupils understood the difference between right and wrong. The difference is that younger pupils tended to have definite ideas of what is right and what is wrong, whereas older pupils were more likely to look at moral issues in degrees of 'rightness' or 'wrongness'. This is partly a developmental phase, but it is also possibly a reflection of the curriculum and the school ethos. It is clear that in the primary schools emphasis was placed on moral issues, while in the secondary schools there tended to be a focus on individual development, personal responsibility and academic achievement.

4.4.4 Citizenship and community

An important attribute of a good citizen is voluntary service and involvement in their local community. Respondents were asked about being a citizen and voluntary service. According to the Home Office Development and Practice Report 10 (2004), children and young people are generally positive about their local community (Appendix 9). In this study over half of the respondents indicated that they were proud of Canterbury (62%) and Britain (63%). Primary school pupils appeared to be more likely than secondary school pupils to strongly agree with statements about pride in their community and country. For example, 35% of Yr 6 as opposed to only 16% of Yr 7 pupils strongly agreed that they were proud of Canterbury, and 40% of the younger respondents compared to 29% of first year secondary school pupils reported that they were very proud of Great Britain. A summary of responses is given in Appendix 9.

Half of the respondents (50%) felt that being British meant something to them, while almost a quarter of them (24%) could neither agree nor disagree. There was no difference in the responses of Yr 6 and Yr 7 pupils, although younger pupils were more likely to be unsure of the answers (32% of Yr 6 compared to 23% of Yr 7 pupils indicated they neither agree nor disagree). Similarly, just over 60% of the respondents said they understood the British way of life (62% of Yr 6 and 64% of Yr 7). About a quarter (26%) of the sample were not sure. It is possible that pupils were not clear about what a British way of life was, so were not able to give a convincing answer either way. When asked if they thought Britain was a moral country, almost half (46%) could neither agree nor disagree. Just under half (43%) perceived Britain as a moral country, with primary school pupils more likely to strongly agree (29%) than secondary school pupils (17%). One explanation for this could be that pupils might have difficulty trying to decide which people represent 'Britain', i.e. does it refer to the people they meet everyday, people they hear about in the news or politicians?

Pupils in the survey were more likely to say that they were proud of their family background than they were of their local community and country. Almost all the respondents (90% of Yr 6 and 85% of Yr 7) indicated that they were proud of their family background. This suggests that the family meant more to the pupils than the society at large. This is consistent with their views that the family had a greater influence on their values and character development than people outside the family. Under half of the respondents (47%) thought that parents should develop their children's character more, but over a third 34% were not sure. One possible explanation for this could be that although the pupils felt that parents should be responsible for developing their character, the word 'more' suggests that they were not doing enough, hence the ambivalence in their responses.

Pupils were more likely to be involved in school charity events than their local community charity (33% reported volunteering and helping in local community and 45% volunteered and helped in the school community). This is not, necessarily, surprising as school charities are organised by the school, and pupils are not only influenced by their peers, but are probably encouraged by teachers to take part. Involvement in local community, on the other hand, would involve pupils making an active effort to take part, often involving other family members. Moreover, considering the age group of the sample (11 to 12 year olds), it is understandable that they were not more involved in their local community. A considerably higher proportion of Yr 6 pupils (68%) reported having helped and volunteered in school community compared to only 42% of Yr 7 pupils. This, however, does not mean that older pupils were less community-minded. It is possible that there were more opportunities for such events in primary schools than in secondary schools. Another explanation could be that older children were more likely to be able to distinguish between actual voluntary services and compulsory 'voluntary' work that the school or clubs organised and which they had to take part in. This finding is similar to those of Ofsted (2007) where a considerably higher proportion of primary school respondents were involved in charity collections involving all pupils, and Gorard and Smith (2010), which found that older pupils were less likely to be involved in charity assistance. There is clearly an age factor here.

In summary, pupils in the survey did not display a strong national nor community feeling, with slightly over half of the sample reporting being proud of Canterbury and Britain, and only half said they knew what being British meant to them. Only 62% indicated they understood the British way of life. There were no clear differences between primary and secondary school pupils, although primary school pupils were more positive (strongly agree) about their pride for the nation (Britain) and their local community (Canterbury). A quarter of them could neither agree nor disagree, suggesting ambivalence in their understanding of such issues. However, the majority of the respondents were proud of their family background, suggesting the importance of the family in influencing pupils' personal and social development. Year 6 pupils were also more charitable, helping out in voluntary work in the school and their local community, than Yr 7 pupils.

4.4.5 Influence of the Media

In Phase One, the Questionnaire survey showed that the Media was the least important factor in influencing pupils' understanding of what a good person was. Over a quarter of the sample (28%) perceived TV personality as having an influence on them. In the Questionnaire Two survey, over a third of the respondents believed that television had any influence on their behaviour (39%). This is consistent with the findings of the first survey. Similarly, only a third (31%) believed that playing games on their own on the internet could influence their behaviour. There is little difference in the responses of Yr 6 and Yr 7 pupils. A notably higher proportion of pupils were also not sure if television had more of an influence on their behaviour than the internet (36%). Opinions were divided with a third agreeing and a third disagreeing. Interview evidence indicates that pupils perceived television to have more of an influence on their lives than the internet.

4.4.6 Year 6 pupils' experiences of school

Table 33 summarises pupils' experiences in their last year of primary school.

Table 33: Year 6 pupils' experiences of school (%)

| | Strongly agree | Agree | Neither agree/disagree | Disagree | Strongly disagree |
|---|----------------|-------|------------------------|----------|-------------------|
| • I am happy in Year 6 | 62 | 22 | 11 | 1 | 4 |
| • I enjoy school | 33 | 28 | 18 | 12 | 9 |
| • I have lots of friend in my class | 64 | 13 | 13 | 4 | 6 |
| • I like being one of the oldest children in the school | 39 | 19 | 24 | 10 | 8 |
| • I am expected to take responsibility for organising myself in class | 71 | 13 | 13 | 0 | 4 |
| • I enjoy school work | 20 | 19 | 28 | 13 | 19 |
| • I enjoy doing well in class | 65 | 18 | 13 | 0 | 4 |
| • School is boring | 21 | 16 | 20 | 17 | 27 |
| • My friends influence how I act/behave | 33 | 27 | 21 | 9 | 10 |

N = 109

Primary school pupils in the study were generally happy and positive about their experiences in Year 6. The majority (84%) were happy in Year 6, with many (77%) reporting having many friends, but only 61% said they enjoyed school. Even fewer (39%) said they enjoy school work. Almost two-fifths (37%) thought school was boring. However, pupils seemed to aspire to perform academically with 83% of them reporting that they enjoyed doing well in class. This is one possible source of enjoyment for pupils. Friends also exert an influence on pupils' behaviour. Sixty percent of them thought that their friends were an influence. This is consistent with the findings of the first survey where 56% indicated their friends taught them how to be a good person. Interview data suggests that pupils were happy in school for social reasons, like being with their friends. This came up a number of times in the focus group interviews, and is consistent with research in the area. For example, in Gorard & See (forthcoming), *'having friends at school and the social aspect of school were frequently suggested by students as key to their enjoyment'*.

Primary school pupils also reported positive views of their teachers (Table 34). Many saw their teacher not only as someone who helped them with their school work, but also as someone who has a positive influence on their character development. The role of the teacher as a moral agency was brought up in all the primary school teacher interviews. Many spoke of themselves as role models communicating important values to the children. This further confirms the findings in the first survey.

Table 34: Year 6 pupils' views of their teachers (%)

| | Strongly agree | Agree | Neither agree/disagree | Disagree | Strongly disagree |
|--|----------------|-------|------------------------|----------|-------------------|
| • My teacher cares about me as a person | 47 | 22 | 24 | 4 | 4 |
| • My teacher gives me all the help I need with my work | 50 | 22 | 17 | 5 | 6 |
| • My teacher helps me to develop positive attitudes | 49 | 28 | 18 | 1 | 5 |
| • My teacher helps me to develop good behaviour | 51 | 21 | 17 | 8 | 2 |
| • My teacher helps me to build my character | 43 | 27 | 19 | 3 | 8 |

N = 109

Table 35 shows that primary school pupils were generally excited about the prospect of going to secondary school (63%), albeit with a certain degree of apprehension. They most looked forward to making new friends (74%). Pupils in the interview summed up their apprehension about going to secondary school as:

Going to a different secondary school makes me less cheerful.

Having lots of friends makes me feel cheerful and happy.

Table 35: Year 6 pupils' experiences prior to transition (%)

| | Strongly agree | Agree | Neither agree/disagree | Disagree | Strongly disagree |
|--|----------------|-------|------------------------|----------|-------------------|
| • I am looking forward to going to secondary school | 52 | 11 | 8 | 10 | 18 |
| • I think I will enjoy the work in secondary school | 26 | 19 | 23 | 13 | 19 |
| • I am looking forward to making lots of new friends | 58 | 16 | 19 | 6 | 10 |
| • I am worried about going to secondary school | 30 | 19 | 17 | 11 | 23 |
| • I am worried that I might be bullied in secondary school | 30 | 15 | 17 | 15 | 23 |
| • My teacher in Year 6 is preparing me well for moving to secondary school | 58 | 18 | 17 | 2 | 6 |

N = 109

Almost half were worried about going to secondary school (49%) and, more specifically, about being bullied (45%). Many were not sure if they would enjoy work in secondary school, with opinions equally divided. Just under half (45%) thought they would enjoy

secondary school work, and the other half were either not sure or thought they would not like it. It is heartening that over three-quarters (76%) believed their teachers to have prepared them well for the transition into secondary education.

In summary, primary school pupils were generally happy about their experience in school. They enjoy doing well in school and being with friends. Interview data suggests that some pupils did not find school fun because of schoolwork. Many reported looking forward to going to secondary school. The main attraction for them was the possibility of making many new friends. Again, the apprehension for most of them was of school work and possible bullying. The positive experience could partly be due to the effective preparation by their teachers, who were seen by many as an influential instrument in helping them to develop their character.

4.4.7 Year 7 pupils' experiences of school during transition

Table 36 provides a snapshot of pupils' experience in their first year of secondary school.

Table 36: Year 7 pupils' experience of first year in secondary school (%)

| | Strongly agree | Agree | Neither agree/disagree | Disagree | Strongly disagree |
|--|----------------|-------|------------------------|----------|-------------------|
| • I am happier in Year 7 than I was in Year 6 | 36 | 17 | 25 | 11 | 9 |
| • I enjoy school | 23 | 31 | 28 | 8 | 10 |
| • I have lots of friends in my class | 54 | 26 | 13 | 4 | 2 |
| • I do not like being one of the youngest /smallest children in the school | 21 | 15 | 34 | 10 | 20 |
| • I am expected to take responsibility for organising myself in class | 45 | 31 | 19 | 2 | 3 |
| • I enjoy doing well in class | 41 | 31 | 22 | 4 | 3 |
| • School is boring | 21 | 17 | 28 | 17 | 13 |
| • I like having different teachers for different lessons | 45 | 28 | 17 | 4 | 6 |
| • There is more bullying in secondary school than in primary school | 34 | 22 | 24 | 9 | 10 |
| • I liked primary school more than I like secondary school | 20 | 12 | 29 | 13 | 26 |
| • My friends influence how I act/behave more now than when I was in Year 6 | 21 | 25 | 35 | 10 | 9 |
| • My friends influence how I act /behave | 26 | 31 | 27 | 8 | 7 |

N = 888

Like their primary school counterparts, Yr 7 pupils did not find school particularly boring. The only difference is that while a higher proportion of primary school pupils enjoyed school, a higher percentage of Yr 7 pupils were not sure about their first year experience of secondary school, although primary school pupils were more likely to report enjoying school than those in secondary schools (61% for Yr 6 pupils and 54% for Yr 7 pupils).

Again, like their Yr 6 counterparts, Yr 7 pupils also enjoyed doing well in class (72%). They seemed to like having different teachers for different lessons. They were, however, ambivalent about their experience in secondary school. A third (32%) preferred their primary school to the secondary school, a third were unsure (29%) which they preferred. However, over half (53%) reported being happier in Yr 7 than they were in Yr 6. Over half of the respondents (56%) thought there was more bullying in secondary school. Since the questionnaire did not ask if they had personally experienced bullying, or witnessed any bullying, it is not possible to say if their responses were based on personal experience or hearsay. There were no differences between Yr 6 and Yr 7 pupils' views on the influence of their friends on their behaviour. Just over half (57% of Yr 7 and 60% of Yr 6) of the pupils believed that their friends had an influence of their behaviour, although, it is not possible to say conclusively whether friends in secondary school had more of an influence on pupils' behaviour than those in primary school. Just under half (46%) thought their secondary school friends had more of an influence, while 35% of them could neither agree nor disagree.

Interestingly, in the focus group interviews when pupils were asked what made them cheerful, many of them cited school as a major influence. The extent to which they considered themselves to be cheerful was affected by the context of the school. For example, some things that made some Year 6 pupils happy were:

- the sense of humour of the teacher
- having a supportive teacher
- liking the teacher
- their friends
- enjoying the work, interesting work and
- being at the top of the school

On the other hand, things that made students unhappy about school were:

- difficulty of work
- too much work
- boring work
- being told off by the teacher

In one secondary school, pupils in the interviews said they were less cheerful in Year 8 than they were in Year 6. The reasons they gave were tended to be work related:

- having to revise for tests
- having more homework

- stress related to examinations
- having to work harder

Other reasons given were more personal, relating to making friends. Those who found it hard to adjust to secondary school were more likely to cite not being able to be with their close friends, or friends from primary school, as reasons for being unhappy. Those who were happy in Year 8 cited '*great friends*' or '*more friends*' as their reasons.

In another school however, some of the pupils felt they were more cheerful in secondary school than when they were in Year 6 because there was:

- greater freedom
- more to do
- more clubs
- more choice, for example, the school drama production
- different teachers.

However, the same group also said that they enjoyed their primary school for the following reasons:

- school trips
- knowing everyone (which they related to having a smaller playground facilitating greater interaction between pupils)
- having the same teacher

This is consistent with the survey findings, where pupils' views about secondary school were divided.

Table 37: Year 7 pupils' experiences of transition (%)

| | Strongly agree | Agree | Neither agree/disagree | Disagree | Strongly disagree |
|--|----------------|-------|------------------------|----------|-------------------|
| • My teacher in Year 6 prepared me well for moving to secondary school | 47 | 23 | 13 | 8 | 10 |
| • My teachers care about me as a person | 16 | 30 | 36 | 9 | 9 |
| • My teachers give me all the help I need with my work | 22 | 32 | 30 | 10 | 6 |
| • My teachers help me develop positive attitudes | 20 | 36 | 30 | 8 | 5 |
| • My teachers help me develop good behaviour | 27 | 38 | 24 | 6 | 5 |
| • My teachers in Year 7 do more to help me to build my character than my teacher in Year 6 | 22 | 18 | 34 | 13 | 13 |
| • My teachers treat me in a grown up way in Year 7 | 39 | 31 | 20 | 5 | 5 |

N = 888

Compared to Yr 6 pupils, Yr 7 pupils did not seem to have strong positive views of their teachers. It is possible that because pupils in secondary schools interact with many more different teachers than those in the primary school, it is not as easy to give a straight answer, which may be the reason for the relatively high proportion of pupils taking the middle ground (neither agree nor disagree). 69% of Yr 6 pupils, compared only 46% of Yr 7 pupils, thought their teachers cared about them as a person. Yr 6 pupils (72%) believed that their primary school teachers were more likely to help them in their work than Yr 7 pupils (54%). Yr 6 pupils were also more likely than Yr 7 pupils to see their teachers as someone who helped them to develop positive attitudes (77% of Yr 6 pupils v. 56% of Yr 7 pupils agreed with this statement) and good behaviour (72% for Yr 6 and 65% for Yr 7). When asked to compare their Yr 6 teachers with their Yr 7 teachers, 40% of the respondents thought their secondary school teacher did more to help them build their character, while the other 60% did not think so or were unsure.

For many of the questions, a notable proportion of Yr 7 pupils (an average of 25% to 30%) could neither agree nor disagree with the statements. One explanation for this trend could be that pupils were still unsure of their own experience. For many, they may still be finding their way around the 'big school' system and getting used to it. It is also possible that the statements were such that pupils genuinely could not answer either way. It is also likely that Yr 7 pupils' experience in secondary school is relatively new, and thus could not comment on aspects of their teachers, whereas Yr 6 pupils, having been in the school for as many as six years, would be able to build a rapport with most of the teachers. They would also be more likely to know many of the teachers in the school on a deeper level. However, what is clear is that the majority (70%) of secondary school pupils reported being treated like adults (Table 37).

In summary, over half the respondents said they were happier in Yr 7 than in Yr 6. Most of them enjoyed having friends. Things that they liked about secondary school were the perceived greater freedom, a wider range of activities, having different teachers and being treated like adults. Things they did not like about secondary school were related to school work, such as homework, revisions and exams. They were less likely than pupils in primary schools to report enjoying school. They were also less likely to have a positive view of their teachers. However, a high proportion of pupils were unsure, when answering questions about their teachers, as many were ambivalent about their secondary school experience. This is possibly because there are generally many different teachers involved in their school life, and partly because secondary school was a relatively new experience for them.

4.4.8 Who enjoyed school and who did not?

Logistic regression analysis was run using background variables like sex, school, religion, ethnicity and British identity to predict which pupils were most likely to enjoy school. If we were to pick a child at random, we could predict, with 55% accuracy, whether they would enjoy school or not. In other words, there is a 50% chance that we would be right. However, if we knew about their background, we could improve the accuracy of our prediction to 64%. Table 38 gives the coefficients for the different variables which were used in the comparison.

Table 38 – Coefficients for enjoyment

| Variable | Coefficient |
|-----------------|-------------|
| School1 | .92 |
| School2 | .00 |
| School3 | .87 |
| School4 | .36 |
| School6 | 1.18 |
| School7 | .84 |
| School8 | .34 |
| School9 | .65 |
| School10 | .94 |
| Sex | 1.28 |
| Religion1 | .37 |
| Religion2 | .52 |
| Religion3 | .52 |
| Religion4 | 1 |
| Religion5 | Large |
| Religion6 | .41 |
| Religion7 | .74 |
| Religion8 | .64 |
| Ethnic1 (White) | .54 |
| Ethnic2 (Other) | .35 |
| English | .66 |
| European | 1.46 |

Note: There is obviously an interesting pattern here, but readers need to be aware that the distribution of sample population is highly disproportionate resulting in some cell size being very small. Hence, the findings should be taken with caution.

The findings show that (see Appendix 10 for a summary of pupils' responses):

- boys were 1.3 times less likely to enjoy school than girls;
- pupils in School 6 (a co-ed foundation secondary school) were 1.2 times less likely to enjoy school compared to pupils in School 11 (a co-ed comprehensive CoE foundation school);
- in the secondary school sector, pupils in selective schools were the most likely to find school enjoyable;
- pupils in the primary schools were more likely than those in the secondary schools to report enjoying school. All the pupils in School 2 (a small co-ed inner city primary school) and 69% of those in School 4 (a large co-ed primary school) enjoyed school;
- Hindu and Buddhist pupils were the most likely to report enjoying school;
- Muslim and Jewish pupils were the least likely to enjoy school. Half of these pupils were not sure if they really enjoyed school or not;
- children of mixed ethnicity were the least likely to enjoy school;
- children of other racial groups (non-White) were the most likely to find school fun.

5. Appendices

Appendix 1

Group Interview Schedule

(Explain who you are, the purpose of the research, the purpose of interviewing them and that their responses are anonymous. Ask permission to record their responses)

'Good' qualities

Pupils work in pairs. Each is given a piece of paper and a pen. Through discussion, they decide on two people they think are good (this could be famous people, people within their family/ school or people they know). They discuss why they think they are good (the important thing is what they are saying as they discuss it). They write down the names of the people and feed back to the group.

Researcher explains that they have already been discussing why they think these people are good. Ask each to feed back one reason why they thought the person was good. Ask pupils to work in same pair again and to write three qualities these people have which make them good. Each child feeds back to the group. Researcher writes 'good' qualities on the board as they are listed and reads them back at the end.

Pupils work in pairs to consider:

1. What behaviour shows you that these people are e.g. honest (select one of the good qualities they have highlighted in their pairs)?
2. What kinds of actions show us that they are e.g. an honest person (select one of the good qualities they have highlighted in their pairs)?
3. What might these people be thinking if they are e.g. honest?
4. Looking at the list on the board- work in pairs to put them in order of importance, i.e. the one you consider to be most important comes first etc.
5. Discuss in pairs: Think of someone who is kind. Do you think they are kind all the time? Why/why not?
6. Imagine you had to get a lot of work done and one of your friends kept talking to you. How would you react? Kindly/unkindly? If you did react kindly towards them what made you do that? If you acted unkindly towards them what made you do that?
7. Discuss in pairs: Imagine your next door neighbour is a retired lady/man who lives alone. You know her/him well. She/he asks you to go to the local shop to get them some milk and starts to give you the money. Your friends are impatiently waiting for you to come and play with them. You really want to go and play with your friends.

What would you do? Why? What made you act in that way? What sort of thoughts/feelings would you have?

9a. Are you a good person?

9b. How do you know? (What characteristics do you have that make you a good person?)

9c. Do you want to be a good person?

9d. Do you like being a good person?

9e. What/who helps you to be a good person? How does it/he/she help you to be a good person?

Appendix 2

Teacher Semi structured interview (teachers)

Teacher's name:

School:

Interviewer's name:

Date of interview:

Teacher's Role:

(Explain who we are, the research study, the aims of the interview, what the results will be used for, anonymity, anticipated length of interview, permission to record)

1. As you know I have just conducted/will be conducting a group interview with Year 6/7 and asking them to come up with qualities in a person that they consider to be 'good'- what do you think of/understand by 'good' qualities in terms of human character?
2. Do you think it is the role of the school to help pupils develop good qualities/conduct? Why/why not?
3. How does the school help pupils to develop good qualities/conduct?
4. Do you think it is the role of the teacher to help pupils develop good qualities/conduct?
5. How does the teacher/how do you do that?
- 6a. When you think of values/teaching pupils values do you think in terms of moral, spiritual, cultural or social values/ all of them/values in general?
- 6b. When you think about teaching pupils the good do you think in terms of teaching values/virtues/just the good?

6c. If you were teaching a child not to be unkind to others and he/she replied why? How would you answer? (probe- you are looking for the context/benchmark for values)

7.If you spoke to the pupils of developing values, would they understand what you were talking about?

8. Some people see values within the context of helping pupils to develop the virtues. Do you agree with this? If you spoke to the pupils about developing virtues, would they understand what you were talking about?

9. Thinking about pupils' character development, what aspects of your teaching, including the different ways you interact with the pupils do you think are important elements/ influence their character development?

10a. How do you help pupils to identify and come to know the good as opposed to the bad/evil?

10b. How do you help pupils to love the good/want to do the good?

10c. How do you help pupils to do the good?

11. Do you think education in values should be a cross curricular strand/theme, or do you think it should be treated as a separate subject?

12. How do you address continuity in character education/development from primary to secondary?

13. Do you think continuity in values/character education is important?

14. Do you have any other comments you would like to make?

Appendix 3

learningforlife
embracing core values



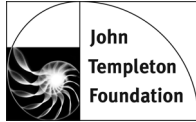
Questionnaire

This questionnaire will be anonymous. We will remove your name as soon as we have matched the questionnaire you do this year with the one you will do next year.

Name: _____

Gender: (Please circle) **Male** **Female**

School: _____



My Religion: (Please circle one of the following)

Church of England (Anglican)

Catholicism (Roman Catholic)

Other Christian (Methodist, Baptist, United Reformed)

Islam (Muslim)

Judaism (Jew)

Hinduism (Hindu)

Sikhism (Sikh)

Other (please state)

None

What is your favourite school subject?

Do you like your school? (Please circle your response)

Yes

No

THE QUESTIONNAIRE

ANSWERING THE QUESTIONS

Please put a circle around the response you choose. If you do not understand a question, do not answer it.

KEY:

1=strongly agree

2=agree

3=neither agree/disagree

4=disagree

5=strongly disagree

SECTION ONE: A Good Person

| | | | | | | |
|-----|--|---|---|---|---|---|
| 1. | <i>A good person is kind, caring and loving</i> | 1 | 2 | 3 | 4 | 5 |
| 2. | <i>A good person lets his/her moods influence how he/she behaves</i> | 1 | 2 | 3 | 4 | 5 |
| 3. | <i>A good person thinks before he/she acts</i> | 1 | 2 | 3 | 4 | 5 |
| 4. | <i>A good person is friendly, helpful and welcoming to others</i> | 1 | 2 | 3 | 4 | 5 |
| 5. | <i>A good person has religious faith</i> | 1 | 2 | 3 | 4 | 5 |
| 6. | <i>A good person is trustworthy and loyal</i> | 1 | 2 | 3 | 4 | 5 |
| 7. | <i>A good person is someone with values</i> | 1 | 2 | 3 | 4 | 5 |
| 8. | <i>A good person never thinks badly of him/her self</i> | 1 | 2 | 3 | 4 | 5 |
| 9. | <i>A good person never thinks badly of other people</i> | 1 | 2 | 3 | 4 | 5 |
| 10. | <i>A good person is cheerful and always looks on the bright side</i> | 1 | 2 | 3 | 4 | 5 |
| 11. | <i>A good person knows that thinking good thoughts is important</i> | 1 | 2 | 3 | 4 | 5 |
| 12. | <i>A good person knows that doing good acts is important</i> | 1 | 2 | 3 | 4 | 5 |
| 13. | <i>A good person is someone with virtues</i> | 1 | 2 | 3 | 4 | 5 |
| 14. | <i>A good person is responsible</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|--|---|---|---|---|---|
| 15. | <i>A good person wants to be good in all situations</i> | 1 | 2 | 3 | 4 | 5 |
| 16. | <i>A good person tries not to be unkind to friends, even if they are annoying him/her.</i> | 1 | 2 | 3 | 4 | 5 |
| 17. | <i>A good person does not give up when something is hard</i> | 1 | 2 | 3 | 4 | 5 |
| 18. | <i>It is important for a good person that his/her friends think well of him/her</i> | 1 | 2 | 3 | 4 | 5 |
| 19. | <i>A good person attends a place of worship</i> | 1 | 2 | 3 | 4 | 5 |
| 20. | <i>A good person does not always behave/act in the way he/she thinks or feels</i> | 1 | 2 | 3 | 4 | 5 |
| 21. | <i>A good person cares for the environment</i> | 1 | 2 | 3 | 4 | 5 |

SECTION TWO: Thinking about Yourself

KEY:

1=strongly agree

2=agree

3=neither agree/disagree

4=disagree

5=strongly disagree

| | | | | | | |
|-----|---|---|---|---|---|---|
| 22. | <i>I am kind, caring and loving</i> | 1 | 2 | 3 | 4 | 5 |
| 23. | <i>I let my moods influence how I behave</i> | 1 | 2 | 3 | 4 | 5 |
| 24. | <i>I think before I act</i> | 1 | 2 | 3 | 4 | 5 |
| 25. | <i>I am friendly, helpful and welcoming to others</i> | 1 | 2 | 3 | 4 | 5 |
| 26. | <i>I have a religious faith</i> | 1 | 2 | 3 | 4 | 5 |
| 27. | <i>I am trustworthy and loyal</i> | 1 | 2 | 3 | 4 | 5 |
| 28. | <i>I am a person with values</i> | 1 | 2 | 3 | 4 | 5 |
| 29. | <i>I never think badly of myself</i> | 1 | 2 | 3 | 4 | 5 |
| 30. | <i>I never think badly of other people</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|--|---|---|---|---|---|
| 31. | <i>I am cheerful and always look on the bright side</i> | 1 | 2 | 3 | 4 | 5 |
| 32. | <i>I know that thinking good thoughts is important</i> | 1 | 2 | 3 | 4 | 5 |
| 33. | <i>I know that doing good acts is important</i> | 1 | 2 | 3 | 4 | 5 |
| 34. | <i>I am a virtuous person</i> | 1 | 2 | 3 | 4 | 5 |
| 35. | <i>I am responsible</i> | 1 | 2 | 3 | 4 | 5 |
| 36. | <i>I want to be good in all situations</i> | 1 | 2 | 3 | 4 | 5 |
| 37. | <i>I try not to be unkind to friends, even if they are annoying me</i> | 1 | 2 | 3 | 4 | 5 |
| 38. | <i>I do not give up even when things are hard</i> | 1 | 2 | 3 | 4 | 5 |
| 39. | <i>It is important for me that my friends think well of me</i> | 1 | 2 | 3 | 4 | 5 |
| 40. | <i>I attend a place of worship</i> | 1 | 2 | 3 | 4 | 5 |
| 41. | <i>I do not always behave and act in the way I think or feel</i> | 1 | 2 | 3 | 4 | 5 |
| 42. | <i>I care for the environment</i> | 1 | 2 | 3 | 4 | 5 |

SECTION THREE: Thinking about what helps you to be a Good Person

KEY:

1=strongly agree

2=agree

3=neither agree/disagree

4=disagree

5=strongly disagree

| | | | | | | |
|-----|--|---|---|---|---|---|
| 43. | <i>My teacher helps me to develop my character</i> | 1 | 2 | 3 | 4 | 5 |
| 44. | <i>My school helps me to build my character</i> | 1 | 2 | 3 | 4 | 5 |
| 45. | <i>I am only friends with people who are good</i> | 1 | 2 | 3 | 4 | 5 |

46. *The following help me to know how to be a good person:*

| | | | | | |
|---|---|---|---|---|---|
| <i>Mother/female carer/guardian</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Father/male carer/guardian</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Sisters/brothers</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Grandparents</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Friends</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Teachers</i> | 1 | 2 | 3 | 4 | 5 |
| <i>School</i> | 1 | 2 | 3 | 4 | 5 |
| <i>People on TV</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Going to my place of worship</i> | 1 | 2 | 3 | 4 | 5 |
| <i>No one, I know how to be good myself</i> | 1 | 2 | 3 | 4 | 5 |

47. *The following help me to act like a good person:*

| | | | | | |
|---|---|---|---|---|---|
| <i>Mother/female carer/guardian</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Father/male carer/guardian</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Sisters/brothers</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Grandparents</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Friends</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Teachers</i> | 1 | 2 | 3 | 4 | 5 |
| <i>School</i> | 1 | 2 | 3 | 4 | 5 |
| <i>People on TV</i> | 1 | 2 | 3 | 4 | 5 |
| <i>Going to my place of worship</i> | 1 | 2 | 3 | 4 | 5 |
| <i>No one, I know how to be good myself</i> | 1 | 2 | 3 | 4 | 5 |

48. *A person cannot know if he/she is good. It depends if other people think he/she is a good person*

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

49. *In one sentence, please tell me what 'virtue' means:*

A large, empty rectangular box with a thin black border, intended for the respondent to write their answer to the question.

Thank you for completing this questionnaire.

Appendix 4

Questionnaire Two

learningforlife

embracing core values

Questionnaire

CANTERBURY

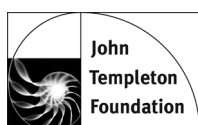
Sex: (Please circle)

Male

Female

Secondary School:

Primary School:



My Religion: (Please circle one of the following)

- a. Church of England (Anglican)
- b. Catholicism (Roman Catholic)
- c. Other Christian (Methodist, Baptist, United Reformist)
- d. Judaism
- e. Islam
- f. Hinduism
- g. Sikh
- h. Buddhism
- i. None
- j. Other

If 'Other' please state.....

My Ethnic Group is: (Please circle one)

- a. White
- b. Pakistani
- c. Indian
- d. Caribbean
- e. African
- f. Eastern European
- g. Chinese
- h. Mixed

If Other please state.....

My Parent or Guardian attended: (Please circle one)

- a. University
- b. College
- c. Went straight into work from school

In my family I have: (Please circle one)

- a. 1 brother or sister
- b. 2 brothers or sisters
- c. 3 brothers or sisters
- d. 4 brothers and sisters
- e. Over 4 brothers and sisters
- f. No brothers or sisters

Do you want to go to University? (Please circle one)

a. Yes

b. No

I see myself as (Please circle all that apply)

a. English yes/no

b. British yes/no

c. Both yes/no

d. European yes/no

e. Other (please state)

ANSWERING THE QUESTIONS

Please put a circle around the response you choose. If you do not understand a question, ask the teacher to explain.

KEY:

1=strongly agree

2=agree

3=neither agree/disagree

4=disagree

5=strongly disagree

SECTION ONE: Character and Values

- | | | | | | |
|------------------------------------|---|---|---|---|---|
| 1. <i>I am proud of Canterbury</i> | 1 | 2 | 3 | 4 | 5 |
| 2. <i>I trust my teachers</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 3. <i>I trust my neighbours</i> | 1 | 2 | 3 | 4 | 5 |
| 4. <i>I trust the police</i> | 1 | 2 | 3 | 4 | 5 |
| 5. <i>There's not really that much to look forward to</i> | 1 | 2 | 3 | 4 | 5 |
| 6. <i>I have pride in Britain</i> | 1 | 2 | 3 | 4 | 5 |
| 7. <i>I value my friends very much</i> | 1 | 2 | 3 | 4 | 5 |
| 8. <i>Good manners are important</i> | 1 | 2 | 3 | 4 | 5 |
| 9. <i>To have character is to have a set of qualities that make you into a rounded person</i> | 1 | 2 | 3 | 4 | 5 |
| 10. <i>I am taught how to have a good character by my parents/carers</i> | 1 | 2 | 3 | 4 | 5 |
| 11. <i>I am taught how to have a good character by my teachers</i> | 1 | 2 | 3 | 4 | 5 |

SECTION TWO: Religion and Family

| | | | | | |
|--|---|---|---|---|---|
| 12. <i>Religion is important</i> | 1 | 2 | 3 | 4 | 5 |
| 13. <i>Religion helps people be better people</i> | 1 | 2 | 3 | 4 | 5 |
| 14. <i>I am proud of my family background</i> | 1 | 2 | 3 | 4 | 5 |
| 15. <i>Religion helps me to be a better person</i> | 1 | 2 | 3 | 4 | 5 |
| 16. <i>Religion is very important in my life</i> | 1 | 2 | 3 | 4 | 5 |

KEY:

1=strongly agree

2=agree

3=neither agree/disagree

4=disagree

5=strongly disagree

SECTION THREE: Education

| | | | | | |
|---|---|---|---|---|---|
| 17. <i>School could do more to build my character</i> | 1 | 2 | 3 | 4 | 5 |
| 18. <i>I speak up when I see someone being bullied</i> | 1 | 2 | 3 | 4 | 5 |
| 19. <i>I cheat sometimes on a test or in homework</i> | 1 | 2 | 3 | 4 | 5 |
| 20. <i>I admit when I make a mistake</i> | 1 | 2 | 3 | 4 | 5 |
| 21. <i>Teachers ask me my opinion in school</i> | 1 | 2 | 3 | 4 | 5 |
| 22. <i>Teachers listen carefully to my explanation of why I disagree with them</i> | 1 | 2 | 3 | 4 | 5 |
| 23. <i>Education is very important for my future</i> | 1 | 2 | 3 | 4 | 5 |
| 24. <i>Teachers explain the reasons for a rule or punishment</i> | 1 | 2 | 3 | 4 | 5 |
| 25. <i>Teachers teach me how to make decisions about moral issues or problems in life</i> | 1 | 2 | 3 | 4 | 5 |
| 26. <i>Pupils here are willing to share with others, even if they are not friends</i> | 1 | 2 | 3 | 4 | 5 |

27. *Pupils here resolve conflict without fighting or threats* 1 2 3 4 5

28. *Pupils here do not care if their friends cheat* 1 2 3 4 5

29. *Pupils should not spread rumours or gossip* 1 2 3 4 5

SECTION FOUR: Being a Citizen

30. *I have a responsibility to care for the environment* 1 2 3 4 5

31. *Caring for the environment is not my responsibility* 1 2 3 4 5

32. *Being British doesn't actually mean anything to me* 1 2 3 4 5

33. *I understand the British way of life* 1 2 3 4 5

34. *I sometimes give to charity* 1 2 3 4 5

35. *Britain is a moral country* 1 2 3 4 5

36. *The police should do more in my community* 1 2 3 4 5

37. *Parents should develop their children's character more* 1 2 3 4 5

38. *I think you should try to get what you want out of life even if it means not helping other people* 1 2 3 4 5

SECTION FIVE: Community

39. *I volunteer and help in my local community* 1 2 3 4 5

40. *I volunteer and help in my school community* 1 2 3 4 5

SECTION SIX: The Media

41. *TV influences my behaviour* 1 2 3 4 5

| | | | | | |
|--|---|---|---|---|---|
| 42. <i>Playing games (on my own) on the Internet influences my behaviour</i> | 1 | 2 | 3 | 4 | 5 |
| 43. <i>The TV influences my character more than the Internet</i> | 1 | 2 | 3 | 4 | 5 |
| 44. <i>Please indicate whether you think the following are important to you:</i> | | | | | |
| a. <i>Tolerance</i> | 1 | 2 | 3 | 4 | 5 |
| b. <i>Justice</i> | 1 | 2 | 3 | 4 | 5 |
| c. <i>Loyalty</i> | 1 | 2 | 3 | 4 | 5 |
| d. <i>Trust</i> | 1 | 2 | 3 | 4 | 5 |
| e. <i>Honesty</i> | 1 | 2 | 3 | 4 | 5 |
| f. <i>Courtesy</i> | 1 | 2 | 3 | 4 | 5 |

Answer the following ONLY if you are in year 6

| | | | | | |
|--|---|---|---|---|---|
| 45. <i>I am happy in year 6</i> | 1 | 2 | 3 | 4 | 5 |
| 46. <i>I enjoy school life</i> | 1 | 2 | 3 | 4 | 5 |
| 47. <i>I have lots of friends in my class</i> | 1 | 2 | 3 | 4 | 5 |
| 48. <i>I like being one of the oldest/biggest children in the school</i> | 1 | 2 | 3 | 4 | 5 |
| 49. <i>I am expected to take responsibility for organising myself in class</i> | 1 | 2 | 3 | 4 | 5 |
| 50. <i>I enjoy school work</i> | 1 | 2 | 3 | 4 | 5 |
| 51. <i>I enjoy doing well in class</i> | 1 | 2 | 3 | 4 | 5 |
| 52. <i>School is boring</i> | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 53. <i>My teacher cares about me as a person</i> | 1 | 2 | 3 | 4 | 5 |
| 54. <i>My teacher gives me all the help I need with my work</i> | 1 | 2 | 3 | 4 | 5 |
| 55. <i>My teacher helps me to develop positive attitudes</i> | 1 | 2 | 3 | 4 | 5 |
| 56. <i>My teacher helps me to develop good behaviour</i> | 1 | 2 | 3 | 4 | 5 |
| 57. <i>My teacher helps me to build my character</i> | 1 | 2 | 3 | 4 | 5 |
| 58. <i>My friends influence how I act/behave</i> | 1 | 2 | 3 | 4 | 5 |
| 59. <i>I am looking forward to going to secondary school</i> | 1 | 2 | 3 | 4 | 5 |
| 60. <i>I think I will enjoy the work in secondary school</i> | 1 | 2 | 3 | 4 | 5 |
| 61. <i>I am looking forward to making lots of new friends</i> | 1 | 2 | 3 | 4 | 5 |
| 62. <i>I am worried about going to secondary school</i> | 1 | 2 | 3 | 4 | 5 |
| 63. <i>I am worried that I might be bullied in secondary school</i> | 1 | 2 | 3 | 4 | 5 |
| 64. <i>My teacher in year 6 is preparing me well for moving to secondary school</i> | 1 | 2 | 3 | 4 | 5 |

Answer the following ONLY if you are in year 7

| | | | | | |
|---|---|---|---|---|---|
| 65. <i>My teacher in year 6 prepared me well for moving to secondary school</i> | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

| | | | | | |
|--|---|---|---|---|---|
| 66. <i>I am happier in year 7 than I was in year 6</i> | 1 | 2 | 3 | 4 | 5 |
| 67. <i>I enjoy school life</i> | 1 | 2 | 3 | 4 | 5 |
| 68. <i>I have lots of friends in my class</i> | 1 | 2 | 3 | 4 | 5 |
| 69. <i>I do not like being one of the youngest/smallest children in the school</i> | 1 | 2 | 3 | 4 | 5 |
| 70. <i>I am expected to take responsibility for organising myself in class</i> | 1 | 2 | 3 | 4 | 5 |
| 71. <i>I enjoy doing well in class</i> | 1 | 2 | 3 | 4 | 5 |
| 72. <i>School is boring</i> | 1 | 2 | 3 | 4 | 5 |
| 73. <i>I like having different teachers for different lessons</i> | 1 | 2 | 3 | 4 | 5 |
| 74. <i>My teachers care about me as a person</i> | 1 | 2 | 3 | 4 | 5 |
| 75. <i>My teachers give me all the help I need with my work</i> | 1 | 2 | 3 | 4 | 5 |
| 76. <i>My teachers help me to develop positive attitudes</i> | 1 | 2 | 3 | 4 | 5 |
| 77. <i>My teachers help me to develop good behaviour</i> | 1 | 2 | 3 | 4 | 5 |
| 78. <i>My friends influence how I act/behave</i> | 1 | 2 | 3 | 4 | 5 |
| 79. <i>My teachers in year 7 do more to help me build my character than my teacher in year 6</i> | 1 | 2 | 3 | 4 | 5 |
| 80. <i>My teachers treat me in a more grown up way in year 7</i> | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 81. <i>My friends influence how I act/behave more now than when I was in year 6</i> | 1 | 2 | 3 | 4 | 5 |
| 82. <i>There is more bullying in secondary school than in primary school</i> | 1 | 2 | 3 | 4 | 5 |
| 83. <i>I liked primary school more than I like secondary school</i> | 1 | 2 | 3 | 4 | 5 |

Appendix 5

Interview schedule 2

Year 6 Focus Group Schedule Autumn/ winter 2008. (1)

Optimism, hope and happiness

1. Many people say that they would like to be cheerful all the time but it's hard if they don't get what they want (e.g. An invitation to a friend's party, success in an exam, having to walk to school on a rainy day etc.) Would you say you are cheerful in Year 6? Think of all the things that make you cheerful in Year 6 and all the things that make you less cheerful. On a scale of 1-9, where 1 is very happy and 9 very unhappy where would you place yourself now?

2. Last year, Year 6 said that the qualities they valued in a person were helpfulness, a sense of humour, kindness, supportiveness, fairness, love and determination. We often hear people saying I always look forward to the future with hope or - when things don't go the way they want - tomorrow's another day. How do you see your future? What do you expect from it? Think about the qualities you would want to have as a person in the future (think about the qualities you need to be happy, get your work done, do your hobbies, pursue your interests, have friends and enjoy the company of your friends etc.)

Mood/feelings/self-control

- 1.45% of Year 6 who did the questionnaire said that their moods influenced how they behaved. Do you think your moods influence how you behave towards others? Think of reasons why this might or might not be the case. Is this the same as letting your feelings influence how you act?

2. Some people say we wouldn't be human if we didn't have moods and others say I hate it when my friends get annoyed with me. Would you say you control your moods? Think of reasons and also think about whether we should control our moods.

Year 6 Focus Group Autumn/Winter 2008 (2)

Moving from Primary to Secondary school

1. Some pupils/students say that their teachers help them to develop their character. Think of the ways your teachers help you to develop your character in Year 6. Think about things like the way he/she supports you, encourages you, helps you to learn, the trust you have in him/her, how he/she disciplines you and if you talk to them-like a friend/your parents/carers - or is it different? Do you think your teachers could do more to help you build your character? Do your teachers talk to you about going to secondary school? (E.g. have they told you what to expect and have you visited it?) You should consider if you feel well prepared by your teachers/school for going to secondary school.
2. Some people say, it's not just the teacher who helps me to build my character but my school that also helps me. Think of all the different ways this school helps you to build your character. Do you think your school could do more to help you build your character?

Other influences

1. 90% of those who completed the questionnaire said that their mother/carer helped them to develop their values, this compared to 82% for father's /carers and 77% for grandparents. Think about the ways these people influence the values you have and how you live them out. In what way do they help you to build your character? Think about the extent to which each of these people influence you - do you spend more time with one or the other, maybe it's not the time you spend with them it's their character etc.
2. Do you think that the Internet or TV influences the values you have? Think how they might do this. E.g. with the Internet - is it the websites you use, etc.
3. 67% of people who completed the questionnaire said that it was important that their friends thought well of them. Do your friends influence the values you have? Think about how they influence you.

Year 6 Focus Group Autumn/winter 2008 (3)

Trust

1. Some people say that one of the most important things in life is being able to trust those you are closest to or work closely with. Would you say being able to trust others is important to you? Think of your family, friends, teachers etc. And consider why this might or might not be important to you. Do you think it is important people can trust you?
2. For each of the following people, on a scale of 1-9, where 1 is I trust them a lot and 9 is not at all consider the extent to which you trust the following people

Teachers (1, 2, 3, 4, 5, 6, 7, 8, 9)

Friends (1, 2, 3, 4, 5, 6, 7, 8, 9)

Parents/carers (1, 2, 3, 4, 5, 6, 7, 8, 9)

Police (1, 2, 3, 4, 5, 6, 7, 8, 9)

Determination

1. 59% of people who completed the questionnaire said that they do not give up when things are hard. What sort of qualities/ things might help them to keep going even though it is difficult? (Think of school work, difficulties in friendships, being on a sports team etc.) Consider if you have those qualities and if you do not if you would like to have them and who or what could help you to develop them.

Subject

1. 35% of students in Year 6 and Year 7 said that PE was their favourite subject. Consider what you like about PE and what you get out of it. You should also consider if you think it is important to do exercise and to be fit and if you prefer team sports or individual sports.

Year 6 Focus Group Autumn/ winter 2008 (4)

Environment

1. 58% of people who completed the questionnaire said that they cared for their environment. You might have thought this figure would be higher given that the government is always encouraging us to look after our environment. What sort of things influence if or how you look after the environment. Would you say you care for the environment? Think of all your reasons you can.

Religion

1. Those who are religious might say that having a religion makes them feel secure, loved and content during good and bad times. Do you think you are missing out if you don't have a religion? Consider if having a religion helps you to have good values or live out those values. Perhaps it's attending a place of worship which helps them. Think about these issues.

Values/Character

1. So many people today seem to talk about having values and developing their character, what do you think they mean this? Do you think that we can be a 'good person' without having values? Do we need to build our character?

Appendix 6

Questionnaire One Summary of Responses

| | Agree | | Neither Agree/Disagree | | Disagree | | Mean | Std. deviation |
|-----|-------|------|---------------------------|------|----------|------|------|-------------------|
| | N | % | N | % | N | % | | |
| Q1 | 871 | 87.1 | 99 | 9.9 | 30 | 3.0 | 1.2 | .44 |
| Q2 | 311 | 31.1 | 405 | 40.5 | 284 | 28.4 | 2.0 | .77 |
| Q3 | 834 | 83.4 | 103 | 10.3 | 63 | 6.3 | 1.2 | .55 |
| Q4 | 867 | 86.7 | 83 | 8.3 | 50 | 5.3 | 1.2 | .50 |
| Q5 | 145 | 14.5 | 430 | 43.0 | 425 | 52.5 | 2.3 | .70 |
| Q6 | 818 | 81.8 | 134 | 13.4 | 48 | 4.8 | 1.2 | .52 |
| Q7 | 388 | 33.8 | 432 | 43.2 | 180 | 18.0 | 1.8 | .73 |
| Q8 | 312 | 31.2 | 415 | 41.5 | 273 | 27.3 | 2.0 | .76 |
| Q9 | 530 | 53.0 | 287 | 28.7 | 183 | 18.3 | 1.7 | .77 |
| Q10 | 594 | 59.4 | 262 | 26.2 | 144 | 14.4 | 1.6 | .73 |
| Q11 | 609 | 60.9 | 300 | 30.0 | 91 | 9.1 | 1.5 | .66 |
| Q12 | 747 | 74.7 | 196 | 19.6 | 57 | 5.7 | 1.3 | .57 |
| Q13 | 318 | 31.8 | 597 | 59.7 | 85 | 8.5 | 1.8 | .59 |
| Q14 | 792 | 79.2 | 144 | 14.4 | 64 | 6.4 | 1.3 | .57 |
| Q15 | 561 | 56.1 | 306 | 30.6 | 133 | 13.3 | 1.6 | .72 |
| Q16 | 723 | 72.3 | 178 | 17.8 | 99 | 9.9 | 1.4 | .66 |
| Q17 | 650 | 65.0 | 241 | 24.1 | 109 | 10.9 | 1.5 | .68 |
| Q18 | 540 | 54.0 | 331 | 33.1 | 129 | 12.0 | 1.6 | .71 |
| Q19 | 161 | 16.1 | 410 | 41.0 | 429 | 42.9 | 2.3 | .72 |
| Q20 | 427 | 42.7 | 443 | 44.3 | 130 | 13.0 | 1.7 | .69 |
| Q21 | 519 | 51.9 | 335 | 33.5 | 146 | 14.6 | 1.6 | .73 |
| Q22 | 638 | 63.8 | 295 | 29.5 | 67 | 6.7 | 1.4 | .62 |
| Q23 | 562 | 56.2 | 311 | 31.1 | 127 | 12.7 | 1.6 | .71 |
| Q24 | 378 | 37.8 | 320 | 32.0 | 302 | 30.2 | 1.9 | .82 |
| Q25 | 692 | 69.2 | 238 | 23.8 | 70 | 7.0 | 1.4 | .61 |
| Q26 | 368 | 36.8 | 175 | 17.5 | 457 | 45.7 | 2.1 | .90 |
| Q27 | 663 | 66.3 | 260 | 26.0 | 77 | 7.7 | 1.4 | .63 |
| Q28 | 458 | 45.8 | 441 | 44.1 | 101 | 10.1 | 1.6 | .66 |
| Q29 | 253 | 25.3 | 318 | 31.8 | 429 | 42.9 | 2.2 | .81 |
| Q30 | 336 | 33.6 | 351 | 35.1 | 313 | 31.3 | 2.0 | .81 |
| Q31 | 401 | 40.1 | 382 | 38.2 | 217 | 21.7 | 1.8 | .77 |
| Q32 | 634 | 63.4 | 253 | 25.3 | 113 | 11.3 | 1.5 | .69 |
| Q33 | 715 | 71.5 | 211 | 21.1 | 74 | 7.4 | 1.4 | .61 |
| Q34 | 297 | 29.7 | 628 | 62.8 | 75 | 7.5 | 1.8 | .57 |
| Q35 | 725 | 72.5 | 174 | 17.4 | 101 | 10.1 | 1.4 | .66 |
| Q36 | 625 | 62.5 | 254 | 25.4 | 121 | 12.1 | 1.5 | .70 |
| Q37 | 632 | 63.2 | 218 | 21.8 | 150 | 15.0 | 1.5 | .74 |
| Q38 | 584 | 58.4 | 246 | 24.6 | 170 | 17.0 | 1.6 | .76 |
| Q39 | 662 | 66.2 | 235 | 23.5 | 103 | 10.3 | 1.4 | .67 |

| | Agree | | Neither Agree/Disagree | | Disagree | | Mean | Std. deviation |
|------|-------|------|---------------------------|------|----------|------|------|-------------------|
| Q40 | 320 | 32.0 | 188 | 18.8 | 492 | 49.2 | 2.2 | .89 |
| Q41 | 469 | 46.9 | 354 | 35.4 | 177 | 17.7 | 1.7 | .75 |
| Q42 | 596 | 59.6 | 250 | 25.0 | 154 | 15.4 | 1.6 | .75 |
| Q43 | 504 | 50.4 | 279 | 27.9 | 217 | 21.7 | 1.7 | .80 |
| Q44 | 575 | 57.5 | 266 | 26.6 | 159 | 15.9 | 1.6 | .75 |
| Q45 | 264 | 26.4 | 367 | 36.7 | 369 | 36.9 | 2.1 | .79 |
| Q46a | 883 | 88.3 | 76 | 7.6 | 41 | 4.1 | 1.2 | .46 |
| Q46b | 783 | 78.3 | 127 | 12.7 | 90 | 9.0 | 1.3 | .63 |
| Q46c | 537 | 53.7 | 268 | 26.8 | 195 | 19.5 | 1.7 | .79 |
| Q46d | 729 | 72.9 | 171 | 17.1 | 100 | 10.0 | 1.4 | .66 |
| Q46e | 640 | 64.0 | 241 | 24.1 | 119 | 11.9 | 1.5 | .70 |
| Q46f | 529 | 52.9 | 278 | 27.8 | 193 | 19.3 | 1.7 | .78 |
| Q46g | 519 | 51.9 | 285 | 28.5 | 196 | 19.6 | 1.7 | .78 |
| Q46h | 277 | 27.7 | 335 | 33.5 | 388 | 38.8 | 2.1 | .81 |
| Q46i | 298 | 29.8 | 235 | 23.5 | 467 | 46.7 | 2.2 | .86 |
| Q46j | 270 | 27.0 | 311 | 31.1 | 419 | 41.9 | 2.2 | .82 |
| Q47a | 852 | 85.2 | 100 | 10.0 | 48 | 4.8 | 1.2 | .50 |
| Q47b | 742 | 74.2 | 159 | 15.9 | 99 | 9.9 | 1.4 | .65 |
| Q47c | 518 | 51.8 | 281 | 28.1 | 201 | 20.1 | 1.7 | .79 |
| Q47d | 695 | 69.5 | 191 | 19.1 | 114 | 11.4 | 1.4 | .69 |
| Q47e | 602 | 60.2 | 259 | 25.9 | 139 | 13.9 | 1.5 | .73 |
| Q47f | 529 | 52.9 | 279 | 27.9 | 192 | 19.2 | 1.7 | .78 |
| Q47g | 515 | 51.5 | 289 | 28.9 | 196 | 19.6 | 1.7 | .78 |
| Q47h | 264 | 26.4 | 332 | 33.2 | 404 | 40.4 | 2.1 | .81 |
| Q47i | 303 | 30.3 | 264 | 26.4 | 433 | 43.3 | 2.1 | .85 |
| Q47j | 259 | 25.9 | 326 | 32.6 | 415 | 41.5 | 2.2 | .81 |
| Q48 | 453 | 45.3 | 407 | 40.7 | 140 | 14.0 | 1.7 | .70 |

Appendix 7

Comparisons of pupils' aspirations

| | | Not yes | Yes | Total |
|--------------|-------------|---------|-----|-------|
| Male | N | 136 | 432 | 568 |
| | % within gp | 24% | 76% | 100% |
| Not male | N | 87 | 342 | 429 |
| | % within gp | 20% | 80% | 100% |
| White | N | 191 | 671 | 862 |
| | % within gp | 22% | 78% | 100% |
| Others | N | 26 | 72 | 98 |
| | % within gp | 27% | 74% | 100% |
| Mixed | N | 6 | 31 | 37 |
| | % within gp | 16% | 84% | 100% |
| School 1 | N | 5 | 20 | 25 |
| | % within gp | 20% | 80% | 100% |
| School 2 | N | 3 | 10 | 13 |
| | % within gp | 23% | 77% | 100% |
| School 3 | N | 4 | 14 | 18 |
| | % within gp | 22% | 78% | 100% |
| School 4 | N | 8 | 28 | 36 |
| | % within gp | 22% | 78% | 100% |
| School 5 | N | 8 | 9 | 17 |
| | % within gp | 47% | 53% | 100% |
| School 6 | N | 49 | 124 | 173 |
| | % within gp | 28% | 72% | 100% |
| School 7 | N | 55 | 128 | 183 |
| | % within gp | 30% | 70% | 100% |
| School 8 | N | 12 | 111 | 123 |
| | % within gp | 10% | 90% | 100% |
| School 9 | N | 10 | 113 | 123 |
| | % within gp | 8% | 92% | 100% |
| School10 | N | 46 | 99 | 145 |
| | % within gp | 32% | 68% | 100% |
| School11 | N | 23 | 118 | 141 |
| | % within gp | 16% | 84% | 100% |
| No siblings | N | 26 | 72 | 98 |
| | % within gp | 27% | 74% | 100% |
| 1-2 siblings | N | 117 | 516 | 633 |
| | % within gp | 19% | 82% | 100% |
| 3-4 siblings | N | 49 | 150 | 199 |
| | % within gp | 25% | 75% | 100% |
| 5 or more | N | 31 | 36 | 67 |
| | % within gp | 46% | 54% | 100% |
| University | N | 31 | 267 | 298 |
| | % within gp | 10% | 90% | 100% |
| College | N | 55 | 182 | 237 |
| | % within gp | 23% | 77% | 100% |
| Work | N | 67 | 134 | 201 |
| | % within gp | 33% | 67% | 100% |
| Not known | N | 70 | 191 | 261 |
| | % within gp | 27% | 73% | 100% |

Appendix 8

School 2 - Golden Rules

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Do not hurt anybody
- Do not hurt people's feelings
- Do not waste your or other people's time
- Do not waste or damage things
- Do not interrupt
- Do not cover up the truth

Appendix 9

Differences between year groups and their views on being a citizen (%)

| | Strongly agree | | Agree | | Neither agree/disagree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|------------------------|----|----------|----|-------------------|----|
| | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 | Y6 | Y7 |
| • I am proud of Canterbury | 35 | 16 | 30 | 45 | 27 | 32 | 6 | 5 | 2 | 3 |
| • I have pride in Britain | 40 | 29 | 28 | 34 | 19 | 27 | 6 | 6 | 6 | 4 |
| • I am proud of my family background | 73 | 60 | 17 | 25 | 6 | 11 | 2 | 2 | 1 | 3 |
| • I have a responsibility to care for the environment | 45 | 34 | 30 | 36 | 20 | 22 | 1 | 4 | 4 | 5 |
| • Caring for the environment is not my responsibility | 13 | 9 | 10 | 11 | 13 | 23 | 17 | 27 | 48 | 30 |
| • Being British doesn't actually mean anything to me | 17 | 13 | 6 | 14 | 32 | 23 | 17 | 23 | 28 | 28 |
| • I understand the British way of life | 41 | 30 | 20 | 34 | 23 | 26 | 7 | 5 | 8 | 5 |
| • I sometimes give to charity | 36 | 29 | 37 | 38 | 16 | 20 | 2 | 6 | 10 | 7 |
| • Britain is a moral country | 29 | 17 | 14 | 27 | 39 | 46 | 9 | 6 | 8 | 5 |
| • The police should do more in my community | 40 | 33 | 19 | 27 | 25 | 25 | 5 | 9 | 11 | 7 |
| • Parents should develop their children's character more | 28 | 21 | 17 | 26 | 26 | 36 | 8 | 10 | 22 | 8 |
| • I think you should try to get what you want out of life even if it means not helping other people | 13 | 18 | 14 | 19 | 26 | 35 | 16 | 16 | 32 | 13 |
| • I volunteer and help in my local community | 22 | 13 | 17 | 20 | 31 | 34 | 8 | 18 | 21 | 16 |
| • I volunteer and help in my school community | 45 | 13 | 23 | 30 | 24 | 34 | 3 | 12 | 6 | 12 |

Appendix 10

Comparisons of pupils' enjoyment of school

| | | Strongly agree | Agree | Neither | Disagree | Strongly disagree | Total |
|-------------------|-------------|----------------|-------|---------|----------|-------------------|-------|
| Male | N | 140 | 162 | 148 | 58 | 60 | 568 |
| | % within gp | 25% | 29% | 26% | 10% | 11% | 100% |
| Not male | N | 103 | 142 | 117 | 33 | 34 | 429 |
| | % within gp | 24% | 33% | 27% | 8% | 8% | 100% |
| White | N | 202 | 266 | 235 | 80 | 79 | 862 |
| | % within gp | 23% | 31% | 27% | 9% | 9% | 100% |
| Others | N | 33 | 31 | 20 | 6 | 8 | 98 |
| | % within gp | 34% | 32% | 20% | 6% | 8% | 100 |
| Mixed | N | 8 | 7 | 10 | 5 | 7 | 37 |
| | % within gp | 22% | 19% | 27% | 14% | 19% | 100% |
| School 1 | N | 6 | 7 | 6 | 3 | 3 | 25 |
| | % within gp | 24% | 28% | 24% | 12% | 12% | 100% |
| School 2 | N | 8 | 5 | 0 | 0 | 0 | 13 |
| | % within gp | 62% | 39% | 0% | 0% | 0% | 100% |
| School 3 | N | 3 | 6 | 3 | 4 | 2 | 18 |
| | % within gp | 17% | 33% | 17% | 22% | 11% | 100% |
| School 4 | N | 16 | 9 | 6 | 4 | 1 | 36 |
| | % within gp | 44% | 25% | 17% | 11% | 3% | 100% |
| School 5 | N | 3 | 3 | 5 | 2 | 4 | 17 |
| | % within gp | 18% | 18% | 29% | 12% | 24% | 100% |
| School 6 | N | 34 | 40 | 58 | 20 | 21 | 173 |
| | % within gp | 20% | 23% | 34% | 12% | 12% | 100% |
| School 7 | N | 39 | 63 | 51 | 17 | 13 | 183 |
| | % within gp | 21% | 34% | 28% | 9% | 7% | 100% |
| School 8 | N | 35 | 56 | 24 | 5 | 3 | 123 |
| | % within gp | 29% | 46% | 20% | 4% | 2% | 100% |
| School 9 | N | 30 | 40 | 33 | 11 | 9 | 123 |
| | % within gp | 24% | 33% | 27% | 9% | 7% | 100% |
| School10 | N | 37 | 29 | 39 | 13 | 27 | 145 |
| | % within gp | 26% | 20% | 27% | 9% | 19% | 100% |
| School11 | N | 32 | 46 | 40 | 12 | 11 | 141 |
| | % within gp | 23% | 33% | 28% | 9% | 8% | 100% |
| Church of England | N | 72 | 100 | 62 | 16 | 24 | 274 |
| | % within gp | 26% | 37% | 23% | 6% | 9% | 100% |
| Catholic | N | 37 | 47 | 41 | 16 | 14 | 155 |
| | % within gp | 24% | 30% | 27% | 10% | 9% | 100% |
| Other Christians | N | 18 | 24 | 23 | 8 | 3 | 76 |
| | % within gp | 24% | 32% | 30% | 11% | 4% | 100% |
| Islam | N | 3 | 4 | 6 | 1 | 0 | 14 |
| | % within gp | 21% | 29% | 43% | 7% | 0% | 100% |
| Jew | N | 0 | 0 | 1 | 1 | 0 | 2 |
| | % within gp | 0% | 0% | 50% | 50% | 0% | 100% |
| Hindu | N | 3 | 3 | 0 | 0 | 1 | 6 |
| | % within gp | 50% | 33% | 0% | 0% | 17% | 100% |
| Other | N | 13 | 27 | 19 | 10 | 10 | 79 |
| | % within gp | 17% | 34% | 24% | 13% | 13% | 100% |
| No known Religion | N | 93 | 98 | 111 | 37 | 42 | 381 |
| | % within gp | 24% | 26% | 29% | 10% | 11% | 100% |
| Buddhism | N | 4 | 2 | 2 | 2 | 0 | 10 |
| | % within gp | 40% | 20% | 20% | 20% | 0% | 100% |

Appendix 11a

School 1

School 1 is a small religious school with 188 on roll providing education for 4-11 year olds. Approximately one third of pupils at School 1 are of ethnic backgrounds other than 'White British' (Ofsted, 2008). A higher than average number of pupils have English as a second language. In addition the school accommodates an above average proportion of pupils with Special Educational Needs, with 25% of all pupils receiving extra support in class (Archdiocese of Southwark Commission for Schools and Colleges, 2008). 15% of pupils qualify for free school meals. The school places a particularly strong emphasis on the pastoral care of pupils and teaching and learning focuses on the holistic development of the child. In line with Catholic education policy, the ethos of the school has developed to reflect Gospel Values. The school aims to:

- give each child the opportunity to fulfil his/her potential;
- value each child;
- instil a sense of worth in each child;
- guard the dignity of each child.

Values and Character Development

School 1 places a strong emphasis on openness to pupils and families of all backgrounds and their integration into the community (Archdiocese of Southwark Commission for Schools and Colleges, 2008). Personal, Social and Health Education is a cornerstone of *Every Child Matters* provision and is taught as a cross curricular subject. Pupils are encouraged to take responsibility for their learning and to be involved in school life. School policies, schemes of work, codes of conduct, partnership working – parents, pupils and staff - and all other areas of teaching and learning are firmly rooted in and developed from the following framework, within which the school aims to:

- provide an atmosphere where pupils feel valued, where they learn to value others and a setting that enables each person's faith to grow;
- develop in pupils a sense of Christian values, which can form a framework for a sense of own worth, and relationships with others and with God;
- develop in pupils a positive attitude towards themselves and others with a strong sense of self respect as well as a sense of respect for other people's property, ideas, beliefs irrespective of gender, race, disability or academic achievement;
- provide challenging, yet supportive environment to stimulate, maintain and develop a lively and enquiring mind;

- strive for excellence and to encourage pupils to reach their full potential, enabling them to become independent learners who value learning with and from others;
- value application, determination, initiative and independence of thought and action, as well as co-operative endeavours;
- appreciate human achievements, failures and aspirations;
- develop positive attitudes towards and concern for God's world, its people and its environment;
- develop a school community affording equal value to all its members;
- foster close relationships between our school, our pupils homes, our parishes and our local community. (School 1 Prospectus, 2008)

The extent to which the school met these objectives was largely borne out by the Ofsted report which highlighted "the effective pastoral care and support and positive school atmosphere" which led to "good personal development and well-being for pupils". In addition, the report highlighted the "good relationships" teachers have with their pupils across the school and the "good induction arrangements" and "welcoming ethos" which "enabled new pupils who join during the school year to settle quickly".

Admissions policy

The school gives priority to Catholic pupils, where all applicants must show that they support the aims and ethos of the school (School 1 Prospectus, 2008)

Appendix 11b

School 2

School 2 is a small co-educational primary school, located in the centre of the City, with 98 pupils aged between 4 and 11 years on role. The school offers a differentiated curriculum to meet the needs of all pupils, from the gifted and talented to those with Special Educational Needs. In addition, it promotes and encourages strong partnership working with parents, providing a Parents Group one morning a week with the school's Family Liaison Officer, with whom parents can discuss any concerns they may have regarding their child's education or other related issues. In support of the school's policy of 'close contact and cooperation between parents and school', the head teacher and teaching staff are easily available to parents. 33% of pupils have Special Educational Needs and 36% qualify for free school meals.

Values and Character Development

The ethos of the School 2 is very much underpinned by a strong emphasis on team spirit, embodied in its Vision Statement:

'Everyone at school will work as a team to create a happy, secure, and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as human beings.'

In addition, the school focuses strongly on pupils' personal and social development, reflected in the twelve Golden Rules (Appendix 8) that have been developed to guide and support pupils' behaviour, attitude to self and neighbour. These Rules, together with all teaching and learning, are underpinned by the school aims, which aspire to:

- enable pupils to reach their full potential in all aspects of the school's curriculum and in particular to acquire effective skills in literacy and numeracy;
- provide pupils with an education appropriate to the world outside the classroom;
- develop a love of learning and a desire to continue to expand their knowledge and skills throughout their lives;
- learn to live together in a community and to show sensitivity to the differences between one another;
- become responsible, independent people, who are able to look at and think deeply about the world around them;
- develop a positive sense of moral responsibility and self-discipline;
- develop spiritual awareness and an awe of the universe (School 2 Prospectus, 2008/2009)

Admissions Policy

The school follows the Kent County Council Admissions Procedure. Where the School is oversubscribed the following criteria are employed to aid pupil admission:

- pupils with special medical/social needs;
- pupils who already have a sibling in the school and still live within close proximity of the school;
- pupils living in close proximity of the school.

Appendix 11c

School 3

On the edge of the city, School 3 is a co-educational Foundation primary school that places a strong emphasis on sport, music, drama, art and design. Although the School has the capacity to accommodate 420 pupils, it has at present 370 pupils on role. 28% of pupils have special Educational Needs and 30% qualify for free school meals. In 2004, a new head teacher was appointed and has built on the firm foundations of the School. In 2007 the School achieved Healthy School Status and Investors in People kite marking. Recently, it won two awards: a gold 'Artsmark Award' for the contribution expressive arts makes to the curriculum and an 'Active Mark Award' for its broad provision of sports activities. The School has an inclusive policy, reflected in the specialist speech and language unit, which provides a means of including pupils with communication difficulties in mainstream activities. Since the appointment of the head teacher in 2004, the school has borne witness to the increased achievements of its pupils embodied in the following mission statement: 'providing skills for life and celebrating success'.

Values and Character development

Pupils' character development is an important aspect of the holistic education they receive at School 3. The following statement in the school prospectus exemplifies this aspect of pupils' development:

'School cannot be concerned just with academic progress. We wish to develop well-adjusted pupils who are able to interact peacefully and positively with each other.'

The School's holistic approach is underpinned by its ethos and by its approach to teaching and learning, both of which seek to:

- provide a happy, safe and secure environment with exciting and stimulating opportunities;
- provide an inclusive, creative and enriched curriculum, reflecting the diversity of needs; enabling every child to make best progress, whilst nurturing their talents within a positive ethos;
- acknowledge and celebrate efforts and achievements;
- develop self-esteem and promote an awareness of health and well being;
- provide pupils with the skills to learn and to foster a sense of confidence, independence and responsibility;
- teach pupils how to be responsible citizens by encouraging appropriate social skills and values;
- cultivate a passion for life-long learning;

- provide opportunities for parents to have an active and supportive role in their child's education and to promote links with the wider community (School 3 Prospectus, 2008).

Admissions Policy

The School employs the Kent County Council Admissions Procedure.

Appendix 11d

School 4

School 4 is a large primary school, with 319 pupils on role, a relatively large proportion of whom have parents in the armed forces. Its policy of welcoming pupils with a physical disability means that it has a higher than average proportion of pupils with physical disabilities and/or other Special Educational Needs (39%), with 24% of all pupils qualifying for free school meals. A distinctive feature of the school is the pastoral care it gives to all pupils. Teaching staff ensure that each child feels 'valued, secure, confident and ready to learn' (Ofsted, 2008).

Values and Character Development

School 4 is characterised by its strong community spirit, where parents, staff and pupils work in partnership: a factor acknowledged in a letter sent to the pupils after a recent Ofsted inspection:

We are pleased to hear that you like school and that the adults are kind and look after you well. You all get on well with each other and are getting good at sorting out any problems you have by following the school's rules and guidance. We think you are good at welcoming new friends to your school, are polite to adults and try hard to behave as your teachers expect. (Ofsted, 2008).

The School helps pupils to develop values partly through: the PHSE programme followed (The Social and Emotional Aspects of Learning (SEAL) programme); the Golden Curriculum and also through the school's Golden Rules, which are founded on respect of self, neighbour and property. Many teachers see their interaction with pupils, and the way they model good behaviour, or particular attitudes, as crucial to the development of pupils' character. This commitment is reflected in the following comment made by a Year 6 teacher at the school:

I have quite a good relationship with the majority of the pupils. They know I'm firm, but fair and they know the boundaries. I think they need that and they know the right and the wrong, to a degree in its starkest form..... But they also know they are valued as well because I do make a lot of it. If they've done something right or well, then there's a lot of praise in there, too and I suppose we have a lot of fun in doing that, too.

Appendix 11e

School 5

School 5 is a small co-educational primary school, with 150 pupils between 3 and 11 years of age on role, many of whom come from socially disadvantaged backgrounds. 60% of the pupils have Special Educational Needs, a high proportion of which are social and behavioural problems. 39% of pupils qualify for free school meals. The School is characterised by poor attendance and a relatively high proportion of pupils entering and leaving the school in any one year. A significant minority of pupils are members of the traveller community. However, the appointment of a dynamic and innovative head teacher in 2005 has increased motivation in both staff and pupils. The School emphasises the emotional support given to pupils, where teaching and learning is underpinned by a code of practice founded on respect.

Values and Character Development

Since the appointment of the new head teacher, School 5 has worked hard to promote stronger partnership working with parents, recognising the importance of parents in pupils' learning. In addition, music and art are employed to raise pupils' self-esteem and confidence. The school helps pupils to develop good qualities and conduct through: the use of 'circle time' methodology in class; the School's PHSE curriculum; a school council; a pupil 'buddying' system and peer grouping, where older pupils interact with, and help, their younger peers. Assemblies are often based on a story with a moral meaning, which is clarified for the pupils. The influence of teachers on the development of pupils' character is summarised in the following comment made by one class teacher at the School:

I think the best way I teach pupils in my class is by modelling myself. If I have been a bit more 'snappy' the pupils' behaviour changes immediately, especially those who have poor social skills. I will over model kindness and it has an enormous effect the pupils, because I am their teacher and they almost subconsciously imitate and take their role from me. And if I am very kind, very polite and very considerate....it has an enormous effect on how the pupils react to that.

Appendix 11f

School 6

School 6, which opened its doors to pupils in 1978, was the first DCSF recognised Technology College in the county of Kent. A co-educational Foundation secondary school, it provides education to 1518 pupils between the ages of 11 and 18 years (200 of whom are in the VIth form). Although the School has an above average number of pupils with behavioural/emotional/language difficulties (25%), the percentage of pupils qualifying for free school meals (12%) is approximately equivalent to the national average (Ofsted, 2008).

Technology is at the centre of all teaching and learning in School 6. The curriculum is organised into five 'colleges of learning': Communications; Mathematics and Technology; Science and Modern Languages; Humanities and Arts and Physical. ICT is used across the curriculum by teachers and pupils alike. There is an emphasis on personalising learning to meet the individual needs of each pupil and this is facilitated by the School's virtual learning environment (VLE) and a focus on 'learning how to learn', which is a programme taught to pupils from Year 7 onwards in discrete units across the curriculum.

Values and Character Development

The ethos of the School 6, which is founded on respect and care, underpins all teaching endeavours. Teachers are generally of the opinion that classrooms should be 'exciting environments' in which pupils can work in 'peace and harmony'. There is a strong emphasis on teamwork and bonding between staff and pupils, and between pupils and pupils. This emphasis is facilitated through a number of projects carried out by pupils and through school trips. Additionally, there is an active school council that ensures the pupil voice is fairly represented within the school.

Character development in the School is considered to be an important aspect of teaching and learning. As one Year 7 Learning Manager commented on the teachers' approach to pupils, 'We try to inspire them. We open the door and give them the opportunity'. The way teachers interact with pupils can help or hinder pupils' development as individuals and their ability to take responsibility for their actions. 'It's a language of choice', continued the Learning Manager, 'which puts the responsibility with the individual pupil, not the teacher. For example, the teacher doesn't send John out of the room because he's persistently talking and disruptive. The pupils come to realise that they are choosing to remove themselves to somewhere else because they are choosing to disrupt.....so it's the combination of the language of choice and behaviour management, which revolves around punishing negative behaviours but rewarding the person'.

Admissions Policy

As a selective and specialist school, priority is given to pupils who have a particular talent for technology. In addition, School 6 has 'bilateral status' (combined Comprehensive and Grammar school) and as such, admits 40 (21% of Year 7 intake) pupils a year, who have been successful in the Kent Test, into its Grammar school band.

Appendix 11g

School 7

School 7 is a voluntary aided, co-educational Catholic school with 1034 pupils, between the ages of 11 and 18 years, on role. While 23% of all pupils have a Special Educational Need only 6% of pupils qualify for free school meals. Founded in 1964, the School aims 'to promote the development of all pupils so that they are able to achieve their full potential: 'Academically, Spiritually and Socially.' This aspiration is firmly rooted within the framework of a 'Catholic community, where everyone shares a vision based on the Gospel values of hope, charity, justice and peace'. There is an emphasis on community and involvement of parents in the life of the school where pupils learn in an environment underpinned by the school motto of 'Faith seeking understanding'.

Values and Character Development

There is a strong emphasis on the pastoral development of pupils, where each child is seen as a valued and valuable member of the community. The code of conduct, which pupils are expected to live out, in and beyond the school – 'Respect yourself, Respect others and Respect the environment' - is evident in the way pupils conduct themselves. The ethos of School 7 has developed from the mission, where there is the expectation that each member of the community actively contributes to its ethos. As stated in the prospectus, the School believes that this aim is achieved when:

- parents show commitment to the spiritual and academic progress of their pupils, have high but realistic expectations and support the school's work in creating a living community of faith;
- pupils are happy, confident and hard working , display a responsible attitude to their development, have high aspirations, and growing independence and possess good self-esteem;
- staff display high standards of professionalism both in their approach to teaching and their maintenance of discipline based on mutual respect, fairness, positive relationships with the pupils and with one another, and the clear communication of high expectations;
- governors are committed and supportive, devote their efforts to promoting the school's shared vision and are unpaid to act as a 'critical friend' when necessary.

Admissions Policy

The school gives priority to Catholic pupils, who are required to support the aims and guiding principles.

Appendix 11h

School 8

School 8 is a co-educational grammar school with 874 pupils on role, between the ages of 11 and 18 years. A mere 4% of all pupils qualify for free school meals and just 4% have Special Educational Needs. Situated close to the centre of the city on a World Heritage site, it is a Specialist Language College, where Vllth form pupils sit the International Baccalaureate. There is a strong focus on academic achievement, where the school day is structured into three one-hundred-minute lessons and pupils are encouraged to become 'global citizens-fully aware of issues and opportunities throughout the world'.

Values and Character Development

There is a strong commitment to supporting pupil's learning through a tutor system, wherein pupils remain with the same tutor for five years and meet regularly with the tutor to discuss their work. The ethos of School 8 is founded on 'trust, fair treatment, respect and courtesy'. The happiness of pupils is seen as being key to their achievement. Pupils are encouraged to live by the following principles in a code of conduct, which underpins teaching, learning and character development:

- treat each other with mutual respect, consideration and courtesy;
- be reliable and trustworthy;
- recognise that all students have a right to learn and be taught in a civilised environment;
- take pride in our achievements and the achievements of others;
- be punctual and well organised in our approach to work;
- behave in a safe and responsible manner in and around school;
- look after the school environment;
- take a positive attitude to aspects of school life;
- recognise that the school is part of the wider community and that all students share responsibility for its reputation.

Admissions Policy

Pupils are admitted to the school if they are successful in the Kent age 11 Tests.

Appendix 11i

School 9

School 9 is a boys' grammar school that educates 975 pupils between the ages of 11 and 18 years. Just 4% of the pupils have a Special or Additional Educational Need and only 2% qualify for free school meals. The school is characterised by the excellent support and guidance given to pupils in the pursuit of fulfilling their potential academically and personally. The Ofsted inspection report highlighted the "calm and orderly environment where pupils feel secure and able to learn". In addition the inspection report underlined the strength of the school in "listening to pupils and involving them in decision making which has led to the outstanding quality of their personal development". The School mission underpins its ethos:

Our mission is to lead a community of learners who enjoy an ability to think creatively, critically and innovatively; who possess a strong sense of responsibility for the school, for the community and for the environment and who have the will to use these skills not only for the benefit of themselves but also for the good of the wider world (School 9 Prospectus 2008).

Values and Character Development

School 9 places a strong emphasis on character and it aims to:

- provide high quality education through progressive and forward thinking teaching;
- provide learning experiences which are enjoyable, stimulating and challenging and which encourage critical and innovative thinking;
- foster fruitful relationships between our school and our partners in the community;
- provide the most appropriate and accessible resources for effective learning and teaching;
- nurture in all a sense of responsibility for the school, the community and the environment for the benefit of their own future and the future of the world.

Admissions Policy

Admission to the school is dependent on individual success in the Kent Test (age 11).

Appendix 11j

School 10

School 10 is an 11-18 co-educational secondary school with 1150 pupils on role and 207 in the VIth form (Ofsted, 2008). A Specialist Sports College and Extended School with Advanced status it is federated with a foundation primary school, which shares the same governing body and head teacher. Situated on the edge of the city in a pleasant location with commanding views of the Cathedral, it is an oversubscribed school. The majority of pupils are of White British origin, a higher than average proportion of whom qualify for free school meals (19%). The School has a high proportion of pupils with Special Educational Needs (42%), for whom it provides support in its specialist speech and language unit. The school day is structured so that most learning may take place in the mornings, where lessons are either sixty or sixty-five minutes long. Pupils study for five hours and ten minutes each day. School 10 places particular emphasis on the social development of its pupils.

One of the distinguishing features of the school is the Learning Mentor system, within which every pupil is allocated a learning mentor on entry to the School. Pupils have the opportunity to discuss their work, achievements and set future targets with a designated member of staff. This system provides a valuable means of balancing the personal and social development of pupils with their academic achievement. The Learning Mentor system is valued by parents and pupils alike.

Values and Character Development

Systems put in place to support values and character development by the school are founded on the five outcomes of *Every Child Matters*: 'be healthy, stay safe, enjoy and achieve, make a positive contribution (to their community) and achieve economic well being' and the school ethos reflects these aims. School 10 acknowledges the uniqueness of each child and the importance of teachers, pupils, parents and governors working partnership to enable all pupils to develop their talents and achieve their potential. Although the attainment of many pupils on entry to the school is below the national average, the schools pastoral care and learning support systems ensure that many pupils achieve the national average in terms of GCSEs in year 11. In 2007, the school was ranked in the top 1% nationally for pupil achievement (Ofsted, 2008). The school believes it is the personalised approach to learning that accounts for the achievement of its pupils:

..where students are ready to take their Key stage 3 SATS early, they will be entered in Year 8. Students can also take GCSEs in Year 9 or Year 10. Some students take AS Levels in Year 11.

The school focuses on individual development in the context of personal responsibility as citizens, where pupils are expected to follow the simple dictum, 'Pride in ourselves and our school. Respect for others and the environment'. On a daily basis pupils are encouraged, to consider the following statement: 'Another day. Another chance to improve myself. Another chance to help someone else'.

These statements are underpinned by both classroom and School 10 codes of conduct and learning and teaching which aim to enable pupils to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live a safe, healthy and fulfilling life;
- active and responsible citizens who make a positive contribution to the well-being of present and future generations.

Appendix 11k

School 11

School 11 is an 11-18 co-educational, comprehensive Church of England Foundation school providing education for 855 pupils. The school has a higher than average number of pupils with Special Educational Needs (15%); special provision is made for those pupils with dyslexia and for those with visually impairment. However, only 3% of pupils qualify for free school meals. The School motto is 'Enter to Learn. Go forth to serve' and there is a strong emphasis on the community aspect of the School to be fully lived out by its members. The National Society Statutory Inspection of Anglican Schools Report in 2006 highlighted the following: 'The school is a Christian community, characterised by mutual care and respect, and a regard for the individual'.

Values and Character Development

School 11 places great emphasis on respect of self and other. Pupils are encouraged to develop their character in the light of Christian values and this aim is exemplified in the following statement from the School's prospectus:

Our pupils are expected to work hard, to be polite, and to respect others....We hope they will also enjoy school, and we look after and care for them as individuals, building their self esteem and confidence and encouraging them to want to succeed and become effective members of a tolerant, democratic society.

Admissions policy

The School employs an open admissions policy in that 180 pupils may enter the school at eleven years of age without reference to aptitude or ability. In the case of over-subscription the following criteria are employed and priority is given to pupils:

- in Local Authority care;
- with musical ability (15% of places);
- at the federated Community primary school;
- whose sibling(s) already attend the school
- with particular health problems;
- who live within close proximity of the school.

6. List of tables in the report

Table 1: Most frequently mentioned quality by year group

Table 2: Sample by year group and sex

Table 3: Sample by year group and religion

Table 4: Five factors extracted

Table 5: Factors influencing students understanding of how to be a good person

Table 6: Factors helping students to act like a good person

Table 7a: A good person never thinks badly of him/herself

Table 7b: A good person attends a place of worship

Table 8a: I let my moods influence how I behave

Table 8b: I think badly of myself

Table 8c: I never think badly of other people

Table 9: My teacher helps me to develop my character

Table 10a: A good person thinks before s/he acts

Table 10b: A good person has religious faith

Table 10c: A good person knows that doing good act is important

Table 10d: I want to be good in all situations

Table 11: Percentage of pupils correctly identified as Category 1 or not, by batch of variables

Table 12a – Coefficients for religious background and ability to live up to the idea of a good person in comparison to Church of England background

Table 12b – Coefficients for the school pupils attend and their ability to live up to the idea of a good person using School 1 (small faith-based primary) as a reference

Table 12c – Coefficients for influence of family, school, friends and teachers on probability of pupil being in Category 1

Table 13: Sample by year group and sex

Table 14: Sample by year group and religion

Table 15: Sample by year group and ethnicity

Table 16: Sample by year group and nationality

Table 17: Sample by year group and parental education

Table 18: Pupils aspiring to go to university

Table 19: Number of siblings

Table 20: Pupils' views of values

Table 21: I value my friends very much

Table 22: I trust my teacher

Table 23: There's not really that much to look forward to

Table 24: To have character is to have a set of qualities that make you into a rounded person

Table 25: My parents taught me how to have a good character

Table 26: My teachers taught me how to have a good character

Table 27: Religion is important

Table 28: Religion is very important in my life

Table 29: Religion helps people be better people

Table 30: Religion helps me to be a better person

Table 31: Pupils' views on school and education

Table 32: Pupils' views on moral issues in school

Table 33: Year 6 pupils' experiences of school

Table 34: Year 6 pupils' views of their teachers

Table 35: Year 6 pupils' experiences prior to transition

Table 36: Year 7 pupils' experience of first year in secondary school

Table 37: Year 7 pupils' experiences of transition

Table 38: Coefficients for enjoyment

7. Bibliography

- Anderson, L.W., Jacobs, J., Schramm & Splittgerber, F. (2000) School transitions: Beginning of the end or a new beginning. *International Journal of Educational Research*, Vol. 33, pp.325-339.
- Arthur, J. (2003) *Education with character: the moral economy of schooling*, London: Routledge.
- Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P. & Siraj-Blatchford, I. (2008) *What makes a successful transition from primary to secondary school? Findings from the Effective Pre-School, Primary and Secondary Education 3-14 (EPPSE) Project*, Research Brief, January, DCSF.
- Gorard, S. and Smith, E. (2010) *Equity in education: an international comparison of pupil perspectives*, London: Palgrave
- Gorard, S. and See, B.H. (forthcoming) How can we enhance enjoyment of secondary school?: the student view. *British Educational Research Journal*.
- Graham, C. & Hill, M. (2003) Negotiating the transition to secondary school, *SCRE Spotlight* 89, September: 2-6.
- Grusec, J.E. & Goodnow, J.J. (1994) Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. *Developmental Psychology*, Vol. 30, pp. 4-19.
- Home Office Development and Practice Report 10 (2004) *Citizenship: Young people's perspectives*, London: Research, Development and Statistics Directorate.
- Kochanska, G. (2002). Mutually responsive orientation between mothers and their young children: A context for the early development of conscience. *Current Directions in Psychological Science*, Vol. 11, pp.191-195.
- Kirkpatrick, W. (1992) *Why Johnny can't tell right from wrong: moral literacy and the case for character education*, New York: Simon and Schuster.
- Layard, R. (2005) *Happiness: Lessons from a new science*, London: Allen Lane.
- Layard, R. & Dunn, J. (2009) *A good childhood: searching for values in a competitive age*, London: Penguin.
- Marsh, H.W. (1987) 'The big-fish-little-pond effect on academic self-concept'. *Journal of Educational Psychology*, Vol. 79, pp.280-295.
- May, T. (2002) *Unlocking potential: The key stage 3 debate OCR recognising achievement*. (Retrieved 6 August 2009 from www.ocr.org.uk)
- McGee, C., Ward, R., Gibbons, J. & Harlow, A. (2004) *Transition To Secondary School: A Literature Review*, Waikato: New Zealand Ministry of Education
- Merton, R. K. (1968). *Social Theory and Social Structure*, New York: Free Press.

- Ofsted (1998) *Standards and Quality in Schools 1996/97* (Annual Report of the Chief Inspector of Schools), London: HMSO.
- Ofsted (2002) *Changing Schools: Evaluation of the effectiveness of transfer arrangements at age 11*, London: Stationery Office
- Ofsted (2007) *Ofsted tell us2 survey summary and technical manual*,
<http://www.ttrb.ac.uk/viewArticle2.aspx?contentId=14193>, accessed 7/1/09.
- Ofsted (2008) [http://www.ofsted.gov.uk/oxedu_providers/full/\(urn\)/118539](http://www.ofsted.gov.uk/oxedu_providers/full/(urn)/118539), accessed 5/1/2010.
- Oppenheim, A.N. (1992) *Questionnaire, design, interviewing and attitude measurement*, London: Pinter Publishers.
- Thompson, B. (2004) Transition to secondary school. *Primary Practice*, No 38, Autumn, pp. 28-30.
- Tobbell, J. (2003) Students' experiences of the transition from primary to secondary school. *Educational and Child Psychology*, Vol. 20, No. 4, pp. 4-14.
- Tonkin, S.E. & Watt, H.M.G. (2003) Self-concept over the transition from primary to secondary School: a case study on a program for girls self-concept over the transition from primary to secondary school. *Issues in Educational Research*, Vol. 13, No. 2, pp.27-54.
- UNICEF (2007) An overview of child wellbeing in rich countries.
- Ward, R. (2000) Transfer from middle to secondary school: A New Zealand study. *International Journal of Educational Research*, Vol. 33, pp.365-374.
- Weller, S. (2007) 'Sticking with your mates' pupils' friendship trajectories during the transition from primary to secondary School. *Pupils and Society*, Vol. 21, pp. 339-351.
- West-Burnham, J. & Coates, M. (2005) *Personalising learning: transforming education for every child*, Stafford: Network Educational Press.
- Wigfield, A., Eccles, J., Mavlver, D., Reuman, D. & Midgley, C. (1991) Transitions at early adolescence: changes in children's domain-specific self-perceptions& general self-esteem across the transition to junior high school. *Development Psychology*, Vol. 27, No. 4, pp.552-565.
- Zeedyk, M.S., Gallacher, J., Hendersonm M., Hope, G., Husband, B. & Lindsay, K. (2003) Negotiating the Transition from Primary to Secondary School: Perceptions of pupils, parents and teachers. *School Psychology International*, Vol. 24, No. 1, pp. 67-79.